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Cuts falling 50% short of target

special survey carried out by TES reveals that the 5 local authorities in England and Wales are likely cut half what they are told to from their education dgets this year. This may lead next year to greater ts in areas which have saved little, or to a huge crease in rates. Full survey, pages 10-11.

Major savings deferred

ucy Hodges

al authorities are deferring ny of the cuts they were asked make this year.

ings are expected to be £98.7m and of £250m, a 1.5 per cent cut this financial year, half the unt Sir Geoffrey Howe told horities to axe in his Budget ech.

the *TES* survey, which appears pages 10 and 11, shows three horities—two Conservative conlled and one Labour—to be the cutters. Avon (3.8 per cent), shire (3.7) per cent and Donter (4.7 per cent) have saved re than the average 3 per cent l for.

e next financial year—1980-the picture looks a good deal cker. Our survey reveals a numnf authorities who are considercutting substantially more than 3½ per cent asked for in the lic Expenditure White Paper: ao, is pondering 5, 7½ and 10 cent. But the final decisions end on the Rate Support Grant lement and whether l.e.a.s will able to charge for milk and ls.

fteen authorities claim to made no cuts at all. The Scot- who are said to care more t education than other Britons, been particularly loath to cut. out of the 12 Scottish areas—ral, Dumfries and Galloway, mpian, Lothian, Orkney and the lands—*have made no savings.* in total Scotland has at least lm, the bulk of it from Strath-e.

id-Glamorgan, Northampton-e, Oxfordshire and the Isles of ly, and the metropolitan authorl-Sandwell, South Tyneside, kport, Walsall and Wolver-pton, Hounslow, Newham and bridge in London have sayed ding.

hirteen other councils explained were making economies, not cuts: the Scottish authority, Highland, Kent, Barnsley, Bury, Gateshead, Kirklees, Knowsley, Leeds, Newcastle, Sefton, Wigan and the London boroughs of Barking and Havering.

The cutters are setting about areas that are easier to cut, politically and financially or where there is no statutory requirement. Adult and further education and capitation (what schools spend on books and stationery) are particularly hard hit. The survey shows:

- Increases in adult education fees in 29 authorities (and in a further seven next year); reduced adult classes in 11 areas.
- Capitation cuts in 26 authorities, by as much as 30 per cent in Gwent primary schools, 20 per cent in Lincolnshire and Rotherham and 10 per cent in Salop.
- 104 teacher redundancies, four of them in Avon and the rest in Trafford, 153 additional teachers not appointed in six areas, 1,314 jobs closed through natural wastage, redeployment, early retirement in six authorities; another 803 to be lost next year.
- Further education discretionary awards cut in eight areas, appointments cut in four.
- Return to statutory transport requirements in five areas. Hampshire is considering a standard charge of 15p a journey next year.
- Youth service cuts in nine authorities.

Solihull is asking schools to compere in cutting capitation. The prize? A bigger allowance for the winners. It is also reducing the temperature of classrooms by one degree.

Devon, Wiltshire and the Isle of Wight are saving by changing school holiday dates and Rochdale is cutting its job advertisements. Gwynedd is closing a convalescent home for *delicate children* and gaining £37,000.

landarins turn to oracles r a vision of the future

Stephen Cohen

wise but nameless men have commissioned by Whitehall to into education's distant future and report back if it works.

ey have been hired by the rtment of Education and ce to look into the twenty-first ury and produce scenarios desing possible states of the country 10 to 20 years hence.

e futurologists are asked to fect what effect these states t have on education. The DES hoosing outsiders to look into future because it feels its own rvants are too involved in day business to take the long

e aim of the exercise is to ease DES understanding of the r influences on the form and ent of the service and the ways which it might develop up to d 2000 AD.

a set of confidential guidelines the authors, the DES says the e form and content of the ce will be the result of both nal and internal influences.

The external influences include *such things as population*, the economy and public spending, the distribution of power and the roles of local and central government, employment, technological change, international influences and the media.

Internal influences mentioned include; existing resources of people and buildings, views about aims, content, exams and qualifications, perception of educational needs and professionalism and trade unionism among teachers.

Each scenario should take an "imaginative leap ahead to the last decade of this century," the document says. They should offer accounts of the possible context within which the education service might find itself operating, for example in relation to changes in the distribution of power.

The studies are expected to be between 5,000 and 10,000 words long and should be completed in the next two to three months. They might be published later "to promote public discussion", the document says.

Fighting the cuts, but are they being made? Mr Alan Fisher, General Secretary of NUPE, addressing a rally in Leeds on Monday. It was held as part of National Education Week.

Whitehall proposes framework for a core curriculum

by Bob Doe

The Government wants an agreed framework for the curriculum laying down not only the subjects to be taught but the ground to be covered, and the time to be devoted to those subjects, according to Lady Young, Minister of State at the Department of Education and Science.

Commenting on the survey of local authority curricular policies (pages 16, 17) published on Wednesday, Lady Young said the DES would be seeking agreement with representatives of the local authorities, schools and bodies like the Confederation of British Industry and the trade unions on what ought to be included.

She was not willing to be specific about what the Government wants. The views of HMIs and the DES will be published in two papers at the turn of the year. They would form the focus for the debate.

She did, however, point out that English, maths, science, modern languages, religious education and preparation for working life, were specifically mentioned in this week's report in circular 14/77.

She made it clear, too, that the HMIs' primary survey published last year and the survey of secondary schools due next month would also feature in discussions. "The National Primary Survey showed, as the forthcoming secondary survey will also show, weaknesses in some aspects of the curriculum which we must remedy."

Lady Young said it was all the more important to look at the essential content of education when school rolls were falling and to take advantage of this to improve the teaching force.

The National Union of Teachers is "seriously concerned" that this "major shift in the British education system will undermine the ability of teachers to meet effectively the needs of children."

Mr Fred Jarvis, the union's General Secretary, said this proposal contradicted everything the Government had said about giving more freedom to local authorities. "It is surprising, to say the least, that no reference is made to the role of the Schools Council, the body in which the DES, l.e.a.s and teachers all work together on curriculum matters.

In fact, Lady Young revealed that informal talks have taken place with Mr John Tomlinson, the council's chairman. She expected the council to contribute to the detailed work on the framework.

In the meantime, the council has started its own "Framework for the Curriculum" project which was originally due to report next November. Consultations on the DES and HMI papers is expected to start early next year.

The l.e.a.'s council says the existing statutory framework for the curriculum is adequate and it does not want Ministers to have any new powers of direction. It accepts though that l.e.a.s should use their existing powers to secure a balanced curriculum.

Lady Young said they had no intention of "rewriting the 1944 Education Act". No legislation on the curriculum is planned but she did not rule it out completely.

Mrs Angela Rumbold, chairman of the Council of Local Education Authorities, hoped the document would be used as a springboard for further development and not as the material for a witch hunt of bad authorities. Mrs Rumbold is also Education Committee chairman in Kingston, the only authority that refused to answer circular 14/77.

Full report on curriculum review, pages 16-17.

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TIMES PAST
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The Times Educational Supplement is in business once again. We are delighted to be back. We apologize to readers, contributors and advertisers for our 50-week absence. Enough has been written about *The Times* dispute to make further comment unnecessary here. The best we can do is to pick up the threads at once and get back into the fray.

And what a fray: the 1970s are ending with a bang. The party's over and the days are drawing in. The education cuts are biting deep—as the survey on page 10 shows. True, they have not been nearly as severe as the Government demanded in the summer. But the less local authorities have cut this year, the more some of them are going to have to cut next.

It would be foolish to adopt a position which denies the possibility of making savings on an education budget of £9,600 million. The principle of cutting itself is not an issue between the political parties; it is plain that Labour's spending plans would not have survived the General Election if they had won. What attention has to be concentrated on in these columns is the *extent* to which education is hit and the particular ways it is done.

Mr Mark Carlisle and Lady Young repeat *ad nauseam* that it is the government's intention that education standards should be defended and even raised, notwithstanding the cuts. This is empty rhetoric. When challenged with evidence from schools where book allowances are cut and extra-curricular activities are restricted, they hide behind the local authorities. Like Shirley Williams and the then Edward Short before them, they carry on about the Rate Support Grant as if it were a set of earmarked sums for particular services. But Ministers know, and everybody else knows, that RSG calculations have little direct relationship to what happens in Cheshire or Newham. At the local level other considerations prevail, including the pressures exerted by trade unions, the priorities of politicians, and even the uncertainties of the grant formula itself, which cause some l.e.a.s to get more and others less than they expect.

The Secretary of State and the Minister of State should know just how irritating it is for those at the receiving end of local cuts to hear their canting refrain: it would be much better if they came out openly and admitted that hopes of raising standards have to be deferred. The unhappy truth is that the incidence of the cuts will be extremely uneven throughout the country and that, whatever Ministers may say, there will be places where education suffers in obvious—even spectacular—ways.

The Bill now before Parliament will make this unevenness worse by adding school meals and transport to the services where local discretion applies. The aim is to tranfer more cost to the parents. Giving l.e.a.s more power is a transparent device to disperse the odium which higher charges will arouse. If the L.E.A. discretion is to be genuine, then there is bound to be markedly different arrangements in different parts of the country and this by itself would strain the present structure of local government finance.

Hence the plan to take away with the left hand what is given with the right. The proposed unitary grant system would require civil servants in London to establish the needs of individual authorities for the purpose of deciding grant-in-aid. This is Mr Heseltine's weapon against authorities which refuse to toe the line. It is also a blunderbuss aimed at local government in general.

These matters are much less remote from the classroom than may at first sight appear. Other topics will dominate educational news. The Curriculum Review, the Secondary Survey, Keohane's APU mathematics, the Clegg Award, the next important round in Burnham—all these will raise the question of support. Who pays? Who decides? Can a public system have high standards? How can local maintained schools provide a standard of education from severely constrained public funds comparable with that which well-to-do people are prepared to pay for outside the public system?

Mr Kinnock's answer is to rub out competition and give the impoverished local authorities a monopoly. Mr Carlisle and his friends are not alone in rejecting this totalitarian answer. But what is the solution? Just cutting the money and curbing the local authorities will not do either.

Empty rhetoric and the old refrain of double standards

Comment

Up go the storm signals

The announcement of the Rate Support Grant settlement later today will translate last week's public expenditure White Paper into cash terms for the local authorities. Or, at any rate, that is the general idea.

It will do no more at this stage than spell out in global terms the Government's assessment of local authority current spending, on the assumption that it is cut by some three per cent from the 1979-80 level, and five per cent from the level projected by the Labour Government last January.

This is what the Government's White Paper assumes. What actually will happen, of course, is likely to be quite different. Everything suggests that local authorities, for a variety of reasons, will fail—or refuse—to make cuts on the scale the Government demands. Rates will increase by upwards of 20 per cent and the 1980-81 autumn will reflect higher spending levels which will then bedevil argument next year about the appropriate base-line for the 1981-82 RSG. It will also further strengthen Mr Heseltine's eagerness to curb the scope for local authorities to defy Government policy.

Nevertheless, the pretence must be carried on that the spending plans are much more precise than they can ever be. Thus, the DES gloss on the White Paper insists that the total includes enough money to continue with the present level of nursery education. It includes enough money to maintain the present staffing levels, and to temper the diseconomies of falling rolls by cutting the teaching force by only 3.7 per cent while pupil numbers drop by 4.7 per cent. It includes a bit more for further education (where the growth points will presumably be) and the same when it anticipates savings of £220m on milk, meals and transport by an increase of charges.

These figures have very little meaning at the level of individual authorities. Oxfordshire, last week, calculated that education spending next year, if it followed Mr Carlisle's cuts in nursery classes, the intention now to go on providing for the under fives in private or voluntary schools, the full cost of free milk, meals and transport, the local authority associations' insist that, at most, higher charges and other savings on these items can only save about £150m.

The message which comes across is that the detailed calculations represent no more than broad assumptions. What the public should be expecting, instead, is a clear statement of the basic policy objectives. The true signal is not "one" but "two". This is the message which local authorities are waiting for.

The alternative message is "Oh" and by the way, if you could possibly try to go easy on this, that and the other, we'd be much obliged". The local authorities will hear both messages. It may be that the rates will go up to the extent that they listen to the second message rather than the first.

If you pay in peanuts, you get monkeys

Collective Agreement percentage increase 1974-79

Gas Supply Admn and Clerical Staff	Electricity Supply Technical and Engineering Staffs	Local Authorities Admin	Nurses and Midwives	GPO Clerical and Executive	British Rail Salaried Staff	Teachers
130	129.8	85.4	149.1	92.1	109	74

How teachers' rises compared with other groups.

Teachers' salaries are much too low and ought to be sharply increased. The Clegg Commission will soon recommend an award which the Government, the local authorities and the teachers' unions will have little alternative but to swallow.

It is always going to be expensive—and never convenient—to give a pay rise to an occupational group as large as the teachers, but the Secretary of State, who should know as well as anybody that the education system stands or falls by the quality of the teaching force, cannot afford to short-change the men and women who staff the schools.

If he means what he says about standards and excellence, he may have views about the teachers' professional attitudes, but he cannot pretend they will be improved by paying them in peanuts.

The New Earnings Survey conducted by the Department of Employment collects copious information about the pay of different groups. The information is collected in April each year. Let us suppose that April, 1979, figures do not include the teachers' 9 per cent plus £6 a month backdated to April 1, but probably not already in the pay slips of the sample on which the survey was based. The following table provides a few comparisons.

Average Gross Weekly Earnings
Teachers in primary and secondary schools compared with all non-manual workers in industries and services

£/week; Great Britain

	Primary Teachers	Secondary Teachers	Non-manual Workers
Men	£103.60	£107.40	£113.00
Women	£90.00	£93.70	£66.00

Source: DE *Gazette*, October, 1979, Tables 5, 7, 8 and 9.

Add 9 per cent plus £6 a month to the teachers' averages and the primary teacher's pay only rises to £105.66—£5,546 a year. The secondary teacher would receive only £110.64 a week—£5,753 a year. This would compare with an average of £5,876 a year for male non-manual industrial workers. Women teachers fare significantly less well at all levels, which reflects the under representation of women in senior posts and the different age distribution of men and women in teaching.

The difficulty of establishing the appropriate jobs with which to compare teaching remains to plague the Clegg Commission, and ensures that the argument will continue after the Commission has spoken.

The DES and the local authorities have sought to minimize the Clegg award by urging that special attention should be paid to the teachers' conditions of service. As these conditions are, traditionally, ill-defined the commission may find it difficult to reach a realistic assessment of the teachers' week.

But such evidence as there is from research supports the case put forward by the NUT that, taking the year as a whole, the teachers average 38 to 40 hours a week.

It would be grossly unfair to individual teachers—as well as damaging to the education service—to exploit the present unsatisfactory teachers' contract to feed the public myth that teaching is a soft option.

Blueprint for a framework

After more than two years spent gathering and analysing the returns to Circular 14/77 the DES and the Welsh Office have published the results under the title, *Local Authority Arrangements for the School Curriculum*.

On the basis of this survey, Ministers will seek to establish a "framework for the curriculum—a set of agreed guidelines for common practice throughout the system. The HMIs are to prepare their version of such a curriculum paper. The departments (not, note, the HMIs), after general discussion, will issue a document "for the guidance of local education authorities and schools"—a modern and possibly slightly more authoritative version of the old *Manual of Guidance*. (There is no mention of the Schools Council's undoubted ambitions in this direction.)

When is published this week gives little indication of the form a framework might take. Its main importance is as ammunition for the DES in persuading teachers and local authorities to accept government leadership on curricular matters. Ample evidence has been assembled of the lack of coordination and consistent thinking which characterizes the present interpretation of the teacher's professional autonomy.

The case for guidelines is strong. To the layman it seems broadly to have been accepted, and owes a good deal to the cautious and measured way in which the DES has sought to negotiate a major change in the curricular wisdom. What the department now has to do is to show that it can, in reality, devise a framework which really stands up: which is not so vague as to be platitudinous (though uncontroversial) or so rigid as to be harmful (and unacceptable).

A well-articulated secondary school curriculum framework would have great value. It could be used to force local authorities and the Government to ensure that enough teachers with the appropriate specialisms are provided to maintain the full breadth of the curriculum. Falling secondary rolls will reinforce the importance of this.

All of which suggests that there is a long way to go before anybody can say how (or how far) the curricular exercise will turn out to be. If it fails to face up to the staffing and resources question it will be a waste of time.

No comment

"Another aspect of Susan's behaviour which further supports disturbance is her ability to take refuge in reading, which she does frequently. I cannot believe it is solely enjoyment—more another facet of aberrant behaviour"—report on pupil by psychologist in assessment centre.

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NEWS

21 per cent of chemistry teachers are unqualified

Shortage of science teachers now 1500

by Bob Doe

Shortages of teachers in the crucial subjects of maths and science are far worse than were thought. A major survey of the qualifications and deployment of staff in secondary schools by the Department of Education and Science is expected to reveal that three times as many science teachers are needed as were shown by previous official estimates.

The regular annual DES estimates of staff shortages showed this year that about 500 extra science teachers were needed in secondary schools. These estimates have always been regarded as probably inaccurate as they depend to a large extent on the opinion of head teachers.

Because of these doubts a more thorough review of staffing was suggested by the, now dormant, Advisory Committee on the Supply and Training of Teachers (ACSTT). Based on a 10 per cent sample of schools in 1977, this survey is believed to have found that schools are short of an equivalent of 1,500 science teachers.

It has also revealed the extent to which unqualified teachers are being used to fill the breach. One teacher in three who is teaching physics has no qualification in that subject. More than 30 per cent of maths teachers are unqualified.

This means 16 per cent of the maths lessons in secondary schools are being taught by teachers untrained in the subject and 22 per cent of the physics lessons. Of those teaching chemistry, 21 per cent are unqualified in that subject, accounting for about 10 per cent of the total chemistry taught.

This aspect in particular is worrying the Association for Science Education because it means science is being taught by teachers who may be unaware of laboratory hazards.

The survey also reveals that there are in fact enough qualified teachers in schools to make good most of these shortages but they are engaged in other duties. One-third of the qualified maths teachers in secondary schools do not teach their subject and a staggering half of science teachers do not.

Of the 20,000 teachers qualified to teach physics, for instance, 11,500 do not do so.

The shortages are unlikely to be made good by the members currently in teacher training, notwithstanding the special government incentive scheme to train more mature teachers in those subjects. Only in biology are the numbers likely to be adequate, or arguably, more than adequate.

What is worrying bodies like the ASE is that biologists are being used more and more to teach the other sciences, especially with the spread of combined and integrated science courses.

NUT emphasizes stress

by Stephen Cohen

The National Union of Teachers publishes its evidence to the Clegg Commission on pay comparability today.

The 130-page submission concentrates on the stress and strains of teaching and makes the point that a new police constable earns £1,650 a year more than a new teacher while the constable's maximum pay is higher than that of a headteacher in charge of 250 children.

By contrast the employers' evidence to Clegg, submitted last week, takes teachers to task for their "unprofessional" conduct over the past few years. There has been a growing tendency, according to the management panel, "for a narrower view of the job to become accepted", particularly at times of dispute, "a teacher who seeks to make the minimum contribution over the six working hours between 1974 and 1979. Administrative and clerical staff in the gas supply industry got 130 per cent rises; technical and engineering staffs in electricity supply got 129.8 per cent; administrative, technical, professional and clerical local authority workers got 85.4 per cent; nurses and midwives received 149.1 per cent; Post Office clerical and executive grades got 92.1 per cent; and British Rail salaried staff received 109 per cent.

Teachers gross earnings during the same period rose by 74 per cent. (This includes the 9 per cent plus £6 a month agreed from last April 1.)

Comprehensives see way to go for independent status

Catholics grasp assisted places scheme possibilities

by Bert Lodge

Up to 10 Roman Catholic former direct grant schools, forced to go comprehensive by the last Labour Government, could go private in the early 1980s.

A similar number of the country's remaining grammar schools, though under no immediate threat of having to go comprehensive, are also considering going independent.

Both groups are counting on considerable help from the Government's controversial Assisted Places scheme, intended to help bright children from "less well-off" families take up places in independent schools. Ultimately 12,000 to 15,000 children a year are to be assisted in this way at an annual cost of £50m-£60m.

Criticism of the scheme has come from many quarters including the Labour Party and the National Union of Teachers.

The Roman Catholic schools would probably be in Lancashire from among the 20 or so former RC direct grant schools, some now comprehensives.

If the tentative hopes of these schools are realized it may fuel the suspicions of some opponents of the scheme that it was intended to benefit schools as much as children, despite refutations by Tory supporters.

Others might see some significance in the fact that though the schemes had been around very much in its present form since 1972 it was not until 1977, only a year after the Labour ultimatum to the direct grant schools, to come into the maintained sector or go independent, that it was suddenly embraced by the Tory party's most distinguished Roman Catholic. Mr Norman St John-Stevas, then Shadow Education Secretary, it immediately became official Tory policy.

The man at the DES behind the scheme, Mr Stuart Sexton, political adviser to Mr Mark Carlisle and former adviser to Mr Norman St John-Stevas, is also a Roman Catholic.

St Edward's College, Liverpool, a former direct grant school of 600 boys, will definitely withdraw from the Merseyside authority's comprehensive scheme and seek independence. "The trustees have made the decision", Brother William Gillespie, head, said this week.

"It will be made easier by the fact that the Merseyside scheme has not yet been approved by the DES. We felt in 1976 we had no alternative but to join it with 90 per cent of our places free under the direct grant system but when the Government changed in May we saw the possibilities of the Assisted Places scheme."

Brother Gillespie reckoned that St Edward's would need about 60 places a year from the scheme to be a viable independent school. He was hopeful that St Edward's with its good reputation would get them but he doubted if others would take the gamble.

This is not the view understood to prevail among members of the Lancashire diocesan commissions where it is thought that perhaps between six and 10 former direct grant schools may follow the example of St Edward's.

When assisted places begin to be allocated next summer for take-up in September, 1981, the first year of the scheme's operation, critics will be toting up how many go to Lancashire's former Roman Catholic direct grant schools.

Yet if there are enough to any one school to "float" it entirely out of the maintained system the Government could point out that this would be no more than was foreshadowed in the consultative document. But the school would have to become independent first.

The majority of these direct grant schools in the Lancashire urban areas of Liverpool, Manchester and Bolton, far from being middle class fee-swallowing institutions, were simply grammar schools for Roman Catholic children.

Only 7 per cent of the income of all RC direct grant schools came from parents.

Letters will go out before Christmas to every independent secondary school in the country inviting them to take part. The latter is really a courtesy gesture. Though it will ask schools how many places they are prepared to offer the reality is that schools and already telephoning and writing to the DES asking, "How many can we have?"

Some inquiries are from grammar school obviously worried about their future if a Labour Government, determined to end selection, should be returned to office. They are believed to include Wisbech, Thetford Fulmerston, the Royal Lancaster and King Edward VI, Warwick.

Secret cash shuffle by MSC

by Mark Jackson

The Manpower Services Commission has secretly transferred £14m from the Youth Opportunities Programme to the STEP programme for the unemployed over 18s.

In June the Government decided to halve the size of STEP—the Special Temporary Employment Programme—and restrict future projects to designated areas of high unemployment and the inner cities. The budget was cut from nearly £95m to under £42.5m. It made clear that its priority was the YOP for school leavers.

Although the YOP budget was cut back by 25 per cent it was clear that the commission, which has been spending much less per head on the youngsters than it estimated, would still be able to meet its YOP target easily.

But it has been unable to cut back the STEP programme to the 12,000 to 14,000 places which the Government has sanctioned.

Mr Jim Prior, the Employment Secretary, approved the transfer in principle.

Golden handshake bid to cut staff

Teachers in Bradford are about to be offered golden handshakes to leave the service. Severance payments of up to one year's salary are being offered if they accept voluntary redundancy.

They will also get the statutory two weeks' pay for each year they have been in work, and, if they are over 50, increased pensions.

The Bradford division of the National Union of Teachers was meeting this week to decide whether to enter negotiations with the authority on the scheme. Mr. Ken Graveling, the division secretary, said this week that up to 300 teachers could be affected.

A local authority spokesman said the council was prepared to spend up to £5m in golden handshakes

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NEWS

Budget split equally by social class

by **Philip Venning**

Working class children get, up to the sixth-form, as fair a share of the school budget as middle class children, according to a study to be published shortly.

Its author, Mr Julian Le Grand of the London School of Economics, has made what is probably the first attempt to analyse how education spending is divided between children of different social classes.

His study shows that the English and Welsh compulsory education system (up to the age of 16) is scrupulously fair on average. Children of parents whose jobs are professional, other white-collar, skilled manual, and semiskilled and unskilled manual all get the same proportionate share of education spending. But after the age of 16 the gap between social classes opens up, and widens the higher the level of education.

The Government's Central Statistical Office regularly works out who benefits most from public spending. But their calculations are based on household income, before taxes are deducted or benefits added, and are distorted by inclusion of pensioners and others.

Mr Le Grand's study, by contrast, is much more specific and relates education spending to social class. He does this by using unpublished figures from the 1973 General Household Survey on the number of people in six socio-economic groups at different levels of education (excluding independent schools). Multiplying these by local authority *figures on spending per* pupil or student gave the total public cost of the resources consumed by each socio-economic group at each level of education. These figures were then adjusted to take into account differences in age and sex distribution between the groups.

He found that in 1973 spending per pupil was much the same for all social classes up to the age of 16. In primary schools it was £133 for children of professionals and managers, £134 for children of other white collar workers, and £141 for children of both skilled and unskilled manual workers.

In secondary schools, spending *per pupil under 16 was £194 for* professionals' and managers' children, £212 for white collar workers' children, and £208 and £209 for skilled and unskilled workers respectively.

But at sixth form level the difference suddenly becomes marked, reflecting the much higher proportion of middle class children who stay on after 16. Children of professionals and managers cost the Exchequer an average of £316 each; children of white collar workers cost £96 each, of skilled manual workers only £47 each; and of semi and unskilled workers £64 each.

Complete figures for further and higher education were harder to come by, but those available suggest that the inequality continues rising sharply.

Perhaps the biggest weakness of the school figures, Mr Le Grand admits, is that they do not distinguish between grammar, secondary, modern, and comprehensive schools. The costs in each type of school are averaged out. Because it is likely that a higher proportion of middle class than working class children *went to grammar schools* in 1973, and because it is also likely that grammar schools were more expensive to run (excluding the cost of the sixth form), middle class children probably got a larger share than the overall figures suggest.

Lessons from life

David Bellamy, the Botanic Man, explores the relevance of being relevant—first of a new series by people outside the schools orbit on the changes needed within

David Bellamy poses informally with a scene from the book he believes should be a primer for all primaries

What do people do all day?

One of the interesting facets of modern life has been the upgrading of shops which sold second-hand goods and bric-a-brac to establishments purveying antiques. The remarkable thing is that their wares have changed only in name. This is not because us we get older, antiques (like policemen) get younger, but is a genuine yearning to own something which has stood the test of time.

I am willing to accept that the motive may not always be the purest and that, in part, increase in value is the driving force. The fact, remains however, that the last thing most bric-a-brantique collectors will do is part with their collections; so it is at least a partial truism that survival through time demands a modicum of respect. What more positive reaction could there be when we live in a world of instant values in which the walls are guaranteed to last no longer than the fitted carpets. We are all part of an economy whose very existence depends on throwawayism.

So more and more of us sit on the fence, tranquillized in a wilderness of worry between what has proved itself of lasting value and what will probably not stand the test of time even if it is around long enough to have the opportunity.

So too with education. Let me take an example from the subject of botany, about which I can claim some knowledge.

It would be true to say that few, if any, university botanists, if asked, would profess to be botanists. They would say ecologists, taxonomists, biochemists, molecular biologists, to which they might add the prefix or suffix plant.

The reason for this is that they live in a specialist world. Their contracts demand that, apart from teaching, they must carry out research and, as research is the "open sesame" to the halls of international symposia and academic fame, they do it with exuberance. No wonder, then, that however hard a lecturer may try, the highlights of his teaching course are likely to be in those spheres related to his research; and, speaking from experience, it is very easy to make the teaching courses, even at first year level, somewhat specialist.

Such specialization is infective and the whole educational spectrum has become suffused with it as the students of such university courses enter the teacher training colleges.

Out of this spiral of specialization and the promiscuity of opportunity in the 1950s and 1960s has come the whizzkidology, the innovative practices of education, play teaching, open plan, project work—flare I say Nuffield Science!

So in a nutshell, it's fun, it's easy, it's with it to teach the gifted, and to hell with the good old gingerbread. The problem is that knowledge gained on the basis of the most exciting examples alone must be shallow in the extreme.

And this is the crunch. Good teachers and good students ride the storm—and their part of the system comes out somewhere near the top, as it always has. The truly alarming *thing today is the vast number* of "the rest" and the fact that our modern technological society is demanding an ever-higher level of numeracy, literacy and understanding of society.

However, the most worrying aspect of all are the questions: Were the old systems of education superior? Did they really do any better in preparing the broad spectrum of pupils for the life ahead?"

Where in all the years of educational theory and practice have we ever taught the basic facts of contemporary living and life? What *binds our society together?* What, in essence, is economy? Why and how our laws of jurisprudence? What happens if we don't wash behind our ears, eat the right sort of food? Who pays for the road signs to be vandalized, etc. etc?

It's a funny thing that etcetera has come to mean all those important things which we haven't time to mention; to me that seems to sum up much of what is wrong with our educational systems, past and present.

Surely here are the with it, up to the minute issues, the catalyst for teaching those elusive three Rs, not in the sentimen. early days in sixth form colleges, but as the backbone of education from primary school days.

The challenge is there, to make the facts of modern life examinable (yes, I still believe that the whole drive of any educational system must be put to the test), updating the syllabic and teaching system to keep abreast with technology and yet making sure of a good grounding in the classics by adding the fourth R of relevance.

If the average contemporary educational drop-out can remember the ever changing Top Ten, the fortunes of local football, the brake-horse power conversions of his motorbike, the family tree of the Osmonds and the warp-factors of starship Enterprise, why not the permutations of *pons asinorum*? Why? Because no one ever taught its relevance to the real world in which they live and about which they want to learn!

I believe that the great mass of the general public have a desire to develop their potential through education but that for most the educational pathways are blocked by the sands of irrelevance, the bric-brac of the past, the throwaway whizzkidology of the present and the chips on the shoulders of the future.

As a media person I tend to be critics unless their criticism is moderated by construction, so here are some educational guidelines from a ageing kid who never really whizzed.

I would advocate as a basic text for all primary schools Richard Scarry's *What Do People Do All Day?* (Collins £2.50) as a window into learning about life.

From that point on my vehicle of relevance would be the science of the environment, physical, chemical, biological and social. I would wed this to hammer home literacy, numeracy and social concern.

I would suggest that the educational output of all media be planned in advance, so that teachers know in good time what extravaganzas are in store. No, I don't mean just the stuff that goes out in the name of education. I mean the those plays, documentaries, music etc, that are relevant should be presented as part of a total educational package; complete with the follow up software, coursework, books, filmstrips, examination questions.

But much more than that I would demand that we start to believe in education *sensu stricto*, investing money where it must pay off rather than where it creates instant revenue.

That high class comics and school newspapers (and by high class I mean of the late *Eagle* standard) be produced and marketed at a competitive price. Note the word school; they must contain information about schools; or don't we really believe in them?

That a magazine programme, akin to *Nationwide*, be broadcast in which items from, about and of schools and schooling are given the airing they deserve.

In short, education should for the first time be made part of life, not just an adjunct to it.

Homo sapiens is biologically far above all other animals by the size of the thinking part of his brain, let us start to use it to our best advantage. Let the motto of education be

QUID ALTE VITAM NISI DOCTRINA?
QUID ALTE DOCTRINAM NISI VITA?

and for those of you who, like me, did not learn Latin, sweat it out.

Next week:
Lawrie McMenemy

WARNING TO TEACHERS OF HANDICAPPED CHILDREN

All teachers of speech paralysed cerebral palsied, brain damaged or mentally retarded children and all parents of such children are advised to acquire the authoritative book on communication with symbols by the author Charles Bliss titled 'Semantography-Blissymbolics' which is being sold without profit and which has been praised by Bertrand Russell, Julian Huxley and other great scholars.

The author, *Charles Bliss*, has been honoured by Her Majesty Queen Elizabeth II with the "Order of Australia" (A.M.). His invaluable work in connection with teaching aids for the mentally handicapped has led to others producing similar but illogical symbols which may confuse handicapped children and adults of Great Britain.

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NEWS

MPs will mount closer watch on DES

by **Sandra Hempel**

MPs will put the Department of Education and Science under more intensive scrutiny than ever before when the new Select Committee on expenditure, administration and departmental policy starts work this session.

Unlike its predecessor, which dealt with education and home affairs, it will concentrate solely on the DES and will have more time and resources to investigate.

Members will decide what topics to examine but are expected to opt for short-term inquiries of immediate issues. Terms of reference are kept as wide as possible but the powers to send for people and documents remain the same.

The Government refused demands for the right to summon Ministers and their papers, but said it hoped Ministers would comply with requests to appear before select committees.

The names of proposed members have been announced, although they have yet to get House of Commons approval.

The selection committee was inundated with applications for all 14 committees. It is technically free to choose its own criteria for appointments—which remain secret—but some MPs are angry about alleged interference by the whips.

The education committee consist of five Conservatives, three Labour members and a Welsh Nationalist. The Conservatives are: Mr Timothy Brinton, Mr Patrick Cormack, Mr Harry Greenway, Mr David Madel and Mr John Osborn. The Labour members are Mr Christopher Price, Mr John MacWilliam and Mr Stan Thorne. The Welsh Nationalist is Mr Dafydd Thomas.

Oxfordshire axes nurseries

Oxfordshire is to axe all its nursery schools and classes by 1982. This decision, taken by the county council last Tuesday, overruled the authority's original plans to save on nursery by transferring nursery places from schools, with their high overheads, to new nursery classes.

All 1,500 nursery places will be lost, and more than 100 staff made redundant or, if possible, moved to infant schools: £500,000 will be saved.

Councillors favouring the closure believed the cut was necessary to protect standards of basic schooling for five to 18-year-olds, keeping up staffing and capitation. Some also argued that nursery provision was very inequitable—the old city council (inspired in part by Lady Young, now an Education Minister) had gone in for nursery provision. But the old county had not.

Mr Tim Brighouse, Oxfordshire's chief education officer, said: "If at a difficult time it is possible to look on the bright side, I think it is clear that we may emerge in a year or two with some sort of coherent policy for the education, care and health of the pre-fives. I shall be looking at all possibilities and presenting a paper on future options in due course."

Keohane to back new exam

by **Bob Doe**

The one-year sixth form exam, the Certificate of Extended Education, will get the backing of the Keohane Committee when its report is published next month. Plans have also been laid for another new sixth form examination, the Intermediate level.

Keohane, an independent committee of inquiry set up by the Labour Government to look into exams for the less able sixth former, will recommend that a slightly modified CEE should be officially adopted. Though an estimated 20,000 candidates now take this exam, it still officially has only experimental status.

The committee, chaired by Professor Kevin Keohane, rector of the Roehampton Institute of Higher Education, wants vocational options to be included in the exam. This reflects the influence of the further education members on the committee.

It also suggests that there should be tests of literacy and numeracy. This means the CEE could be packaged in a form rather similar to the City and Guilds Foundation Studies courses.

The target group for the exam are those with CSE grades two to four. They will be designed so that it ought to be possible to take up to five CEE in one year.

Potential entry for CEE is not thought to be much over 70,000 candidates a year. This means that to offer it on an economical basis, exam boards may have to work together, as some already do.

The killing of the N and F proposals, one of the first acts of the present Secretary of State, means

A levels will continue for the forseeable future for the more able. But the N level may live on in a modified form in the Intermediate or I level which was discussed by the Schools Council's exams committee this week. The council is also expected to back the modified CEE proposals of the Keohane committee.

Like N level, the I level would be roughly equivalent to half an A level. It would allow some minor-subject broadening of the sixth form curriculum for those who wanted it. Scientists, for instance, could use it to continue their language studies or economists and social scientists to continue with maths.

Though it may be possible to *combine the I level with some* CEEs, the target group is much more like that for the present A and O levels. The 180 hours' study involved in each could be spread over one year or two, leading to exams either at the end of the first year sixth or at the same time as A levels.

Any Government decision on the I level or CEE is unlikely before next year and is likely to be linked with decisions on the common 16-plus proposal which is still outstanding.

Teacher training applications down by a third

Applications for teacher training are down by one third compared with this time last year. For the first time most institutions are demanding the higher entrance qualifications of two A levels with O levels in English and mathematics, though these only become mandatory for students qualifying for teaching from 1984 onwards.

From next year all teacher training, except for certain one-year specialist courses will lead to a degree.

By the week ending November 7 a total of 3,408 applications had been received compared with 5,100 on this date last year.

Miss Beryl Sowerbutts, registrar of the Central Register and Clearing House which processes teacher training applications, said the drop was not unexpected. "Only 65 per cent of last year's applicants had two A levels. And now you even have to have O-level mathematics to do a BEd in English."

The Certificate of Education is being phased out, the last general entry being in autumn this year. Applications for the one-year post graduate certificate of education are also down by 8 per cent.

Personal column

John Rae

The ultimate test

One of the most important tasks for education in this country is to develop an efficient and convincing method of evaluating a school's performance. This is needed urgently to restore public confidence and to ward off demands for less sophisticated approaches to evaluation.

On a visit to Australia in the summer I was impressed by the way in which some of their independent schools were tackling this problem. Evaluation is not universal in their independent schools but it is catching on and some of their major schools—such as Scotch College, Melbourne—have given a lead.

The Australian method (which is an adaptation of that used by North American independent schools) is self-evaluation which, in turn, is evaluated by an outside team. So each department of the school—and not just the academic—is required to identify its aims and to analyze its success or failure in achieving them. Every part of the school undertakes this task: the sports programme, the administration, the governing body, the community service organization and so on.

It is quite wrong to assume that self-evaluation easily becomes self-justification. The self-evaluation report of an academic department, for example, is the work of every member; if there is a confusion of aims or a disagreement about methods, it is brought out into the open. Exaggerated claims are all too easily spotted.

When the self-evaluation process is complete, the reports are sent to the members of the outside team which will consist of experienced teachers from other schools, headmasters, university staff and a representative of a non-academic discipline. The team descends on the school. It discusses the reports and identifies the points that need checking and the issues that require following up. *Then it divides into* groups to meet the members of departments.

The departmental report is discussed, questions are asked, inconsistencies probed, weaknesses analysed. The outside team is seeking to help the department by identifying what is being done well and what is being done badly. They are not inquisitors, they are fellow professionals who wish to establish an accurate picture of performance. How far they should seek the views of parents and pupils is a matter for debate; certainly some advocates of evaluation are sure that these two groups must be involved in the exercise.

The team then meets to consider its conclusions and recommendations. Its report goes to the headmaster and his staff and to the governors. Action is a matter for the school. Cynics may say that the report's recommendations will not be acted on unless someone outside the school—such as the local education authority—insists. But that is to take a low view of the professional integrity of the head and his staff. If changes of policy and organization are recommended it will be difficult for the head and his staff to ignore them.

This form of evaluation has many advantages. It encompasses all aspects of the educational effort including the work of the governing body. Covert three schools' and know how helpful it would be for our work to be evaluated by people who knew what they were talking about. There is a long tradition in this country of voluntary incompetence and I have no doubt that the phenomenon is not unknown on school governing bodies.

School evaluation also prompts us to define our aims, an exercise that the teaching profession particularly dislikes, partly, I suspect, because *once the aims have been defined* someone might come along and measure the performance. Finally, school evaluation gives assurance to parents—a much greater assurance incidentally than the statutory parents on the governing body—that the school knows what its goals are and is doing its best to achieve them.

The problem for schools on the one hand and for parents and public on the other has always been to agree on criteria for judging performance. The advantage of school evaluation is that it attempts to judge performance in all its complexity: it is not a clumsy instrument like the publication of examination results. But until public confidence is restored through a procedure such as evaluation there will be increasing demands for the publication of results and of similar potentially misleading yardsticks.

To compel schools to publish exam results is to take a cheap and amateur way out of a difficult problem of public confidence. Such results only have some meaning if they are directly related to the *academic profile of the entry. To say* that a school with a highly selective intake achieves a 95 per cent success rate in O level is about as useful as saying that the best basketball players come from the United States. This is obvious enough but a surprising number of commentators do not take the point.

Equally obvious are the disadvantages of an enforced publication of results. Schools may be tempted to put the achievement of a high percentage success rate above all other considerations. It is not unknown for a school to weed out all unpromising A-level candidates at the end of the O-level year and then boast of a 100 per cent success rate at A level. The public (and also the press at times) is easily fooled.

Similarly, at Oxbridge, a school can engineer a high total of open awards by insisting that candidates try for scholarships at weaker colleges even though it might be in their interests to go for a stronger, where the teaching is especially good.

In these and other ways the *compulsory publication of results can* encourage not only an element of deceit but, much more important, the sacrifice of the individual to the score. But if we want to avoid such crude yardsticks of performance we shall have to move fast in the direction of an agreed procedure for school evaluation.

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Profile

Neil Kinnock, opposition spokesman on education, is just the man to make it a front-line issue Patricia Rowan examines the Bedwellty phenomenon

The best hours of the week—coaching boys' rugby in Richmond Park, London.

Will this Napoleon triumph?

At a time when the next Labour leader can only be predicted through a deeply murky crystal ball, picking the next but one is much more enjoyable. Ever since he came to from the Tribune group last June as Shadow Education spokesman, Neil Kinnock, the 37-year-old Member for Bedwellty, has been the man most tipped by friends and pundits for the some time top.

His reputation as a Parliamentary performer already made, he was elected to the Party's National Executive Committee in October last year, just in time for the triumph of the Left-wing over the leadership on policy-making at this year's Party conference.

There was personal success too. The startling red hair and musical Welsh voice rang out from the Brighton platform above the routine rantings of squabbling delegates and lifted the slanging match on cuts and standards into a more eloquent dimension: "They cripple our children—then taunt them for being lame." Fiery words for the faithful, which even the faithless enjoyed.

The public passion and private charm inspire tempting comparisons with Aneurin Bevan, and already there are leftish grass roots grumbles, that, like Bevan and Michael Foot before him, he has sold out his birthright by taking responsibility.

So what can he do for education now, or education do for him? As a departmental brief it has buried many a reputation before, but it is better to get it on the way up than on the way down. Kinnock has held no post in Government or Opposition before, this is his chance to make his mark, and he has swiftly declared his intention to make education a "front-line issue". It is the government, of course, who have gift-wrapped the chance, which he agrees is very fortunate for him. Suddenly, as the cuts come home to the class-room, public and politicians are ready to make it a front-line priority too. The man and the moment have come together.

He made a meal of the second reading of the Education Bill last week, of course, weaving rings of devastating words around nice, solid Mark Carlisle, who is not half as quick on his feet or his vocabulary. But is there perhaps an excess of eloquence? "What", ask the seasoned cynics from the l.e.a.s, "lies behind the well-turned phrases? Does he know anything about education? Has he ever taken an interest in it before?"

The danger is that the advance publicity about the Boy Wonder from Bedwellty may tempt us to lose sight of the ability, intellect and ambition of the serious man inside. That would be a mistake.

It is true that even in private conversation it can be difficult to sort out the rhetoric from the reality, but it is equally true that rhetoric is for Opposition and realism for office. What really matters is whether he can tell the difference himself, and he spelt it out quite clearly to a Socialist Education Association fringe meeting at the Brighton conference:

"In Opposition our strategy must be to oppose and resist, to conduct a relentless offensive against the effect of Tory policies. Meanwhile we must get on with the construction and coordination of our own policies. They must be thought out again and understood this time, so that no Labour Government can overrule, overlook or relegate education again."

To this end (and leaving aside for the moment his views on Labour Governments) he has set up more NEC sub committees to work on a Charter of Educational Development that would make proposals for new legislation.

"It should be something as far-reaching as the 1944 Education Act," he says. "That wasn't Magna Carta. It's 35 years since 1944 and after a generation in which the whole environment has changed there must be reconsideration." His policy is going to have a historical perspective.

Setting up new NEC sub-committees with old familiar faces will not of itself change anything, of course. The difference in future could be the ability of the NEC to translate its policies into action.

Fresh from the NEC's victory, Neil Kinnock's first commitment to the SEA Brighton meeting was nationalisation of the public schools. "That's not just rhetoric now." Conference has indeed promised abolition of the public schools before but, like the House of Lords, they still stand. Roy Hattersley committed himself on public schools when he was shadow education spokesman and somehow, in the interests of balance, he did not get the job in the 1974 government. The NEC had demolition of the House of Lords down for the 1979 manifesto but "on the night of April 22" it mysteriously disappeared. "That sort of veto", Kinnock promised, "need not take place any more." Exhortation and gradualness were not enough. A Labour nationalists would be a direct test of determination for a future Labour government".

He put that on Parliamentary record more mildly last week: "I shall, therefore, use all the influence that I can bring to bear on my party to . . . bring about the abolition of the public schools and other forms of private education." He had already promised to end the assisted place scheme.

But the interesting sight for Labour Party watchers will be his evangelical crusade up his own party. "The Labour Party has been complacent about education. We accepted it as a virtue, like motherlove and apple pie, that we had now let's get on with economics and have a really good Chancellor like Tony Crosland and Shirley Williams—and the stars don't twinkle any brighter than that—couldn't get it status. If there is a lack of belief in government, the trumpet will sound uncertain notes. The Green Debate was a product of that environment. It was a babble, not a debate—without conviction, inspiration, propositions or conclusions."

It would be fair to say that Kinnock seems to have shared the general complacency until now. His schools background was in education, a view of life, not about education and industrial relations when it came into the House. "I thought that I should specialise in Wales, that's all."

He never had great illusions about devolution for instance, in spite of his Welsh background or perhaps because of it. Once the Welsh boy makes good story has nothing under up in England, he treats the Welsh respect or scholarship with less reverence and regards based on hard, material considerations about the tangible benefits. That's what education is about for most children."

That is why he deeply resents the fact that the Tories were allowed to get away with the electoral impact of their simplistic appeal on standards, truancy and discipline. "Education is about the emancipation of working people and their children. It must be the Labour Party that cares about standards."

He was the only child of a disabled miner and a working mother himself and it was a quiet life went to the local grammar joined the Labour Party at went on to University College, diff, and read history in the the rugger, the politics and NUS.

His first job was the most after in that neck of the as a trade union tutor with Workers Educational Associa and he still thinks it the job. He was 27 when the Labour MP announced his ment, and he flung his hat ring with the other young lions. Then following year, was elected to one of the of rock-bottom Labour seats.

"Twenty-eight was too young come in," he says now, and him the debit side has been time spent away from his family. A hard-working constituency MP, his days and nights are taken up with education conferences, as well as Parliament Bedwellty's industrial problems. His wife Glenys is a schoolteacher.

What would he do in office? Some of his current admirers in teacher unions, not to mention more equivocal l.e.a.s, may alarmed to hear that he is tinctly centralist in tendency. "There's an element of Napoleon in me", he told an SEA meeting who asked his views on a core curriculum. "I'd like to look at watch and say 'every infant in land is doing tables at moment'." The core curriculum appeals on those grounds, as well as the idea that certain standards should be achieved around the core, "statistically respectable" acceptable standards across the country, so we can throw back Tories' arguments".

He cheerfully accepts the Stalinist label, though some of friends would say Stalinist rather than Napoleonic.

The teacher unions have not at him yet about curriculum control or testing, and he does not give them to dent his Socialist image.

He withdraws on to ground: "Standards of performance depend on standards of provision. There have been notable successes in our comprehensive schools, we are not all blackboard jungles. The message is that all is not well, most things are right, but could be better." What is important is not controlled objectives, so that there is uniform advance across the country. "Diversity is largely mythical, an excuse for low standards of provision." If his policies could not be advanced by central government through the Rate Support Grant, then there would be no another method of finance which sounds suspiciously like specific grants.

How would the l.e.a.s take this? The answer, suitably bowdlerised, is that he does not care too much, and then he does not have to yet. In the mean time, the present government is to toss all opposition into its own camp.

Neil Kinnock is quite clear that he wants to spend the next few years producing policies and then put them into operation. What are his chances? Labour could be in opposition for 10 years, which would mean a remarkably long stint. Or there might be a new party leader within the year to replace Michael Denis Healey, for instance, stick with the same Shadow Cabinet. "Denis might do what he did in 1970 and sack me!"

On longer-term chances of leadership he is suitably silent, except that he likes it where he is. "I was the first person in my family ever to be educated past the age of 16, to go to university, and to be an MP isn't a bad job." If all else failed, he would settle for being manager of the Welsh rugger team. He is a man who enjoys everything he does, but the best time is the week is the two hours he spends training an under-12 rugger team in London's Richmond Park every Sunday, even if it means getting back from Bedwellty at 6 o'clock the morning.

Out of 204 matches they have won 202, lost one and drew one. It sounds like a commitment to competition as well as excellence. Neil Kinnock for Labour Education Secretary could be on schedule prospect.

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NEWS

End is nigh for London University teacher degree

by Sarah Segrue

London University is expected to withdraw validation from all degree courses offered in public sector colleges.

If approved, it will mean the end of the London University Bachelor of Education degrees, offered via constituent colleges of the Institute of Education, and the diversified degrees including the Bachelor of Humanities which was only introduced in 1975.

At the very least the change will affect St Mary's, Strawberry Hill and the four colleges of the Roehampton Institute of Higher Education—Digby Stuart, Southlands, Froebel Institute and Whitelands.

London University's academic council has already accepted the recommendation that validation to degrees in public sector colleges should cease and it is going to the Senate on December 12.

If approved, the last intake of full-time students will be in 1983 with the final examinations in 1988, which allows a year for retakes. The last part-time intake will be in 1981.

If the colleges are to continue offering the BEd degree they will have to seek validation from the Council for National Academic Awards or get the degrees accepted by another university as happened with Christ Church College, Canterbury, which is now under the auspices of the University of Kent.

CNAA validation could take up to two years as approval has to be given to the courses and the institutions offering them, including the resources available. Dr Edwin Kerr, chief officer of the CNAA, says validation could be given in time for the colleges to recruit under CNAA in 1984.

The proposals to cease validation come from an Academic Council committee chaired by Professor Varey which looked at the reviews carried by the boards of studies of degree courses. The report, not yet published, criticized some aspects of the college's work.

It proposed a new system for validating degrees which would remove control from the Institute of Education and put it in the hands of London University. The institute was not the body to validate the new diversified degrees, said the report.

Dr William Taylor, director of the Institute of Education, said: "The recommendation has been made on a variety of grounds. The prime difficulties are administrative, organizational and financial. Of course, there have been some subjects which are stronger than others. Certainly there are no grounds to take the decision solely on academic grounds."

The university feels that the development of the degree courses could be stultified by keeping them within the university.

Another consideration has been that some of the subjects offered are not of the type run within the university which makes it difficult for it to have a system of marking or to validate.

Watchdog's cash docked

A watchdog committee on educational equipment is fighting for survival. The National Committee for Audio-Visual Aids in Education has had its grant cut by more than £100,000 and is now desperately looking for financial support.

The committee, set up in 1946, has been supported by local education authorities. But for the past three years there have been rumblings of discontent with the way in which the authorities pay. Opposition has now reached the state where the committee's claim for £178,500 grant was reduced to only £75,000 for next year and nothing after that.

The 12-member committee tests audio-visual equipment and publications and reports on their suitability for use in schools.

School transport and assisted places likely to provoke most opposition

MPs gear up for battles to change Bill

by Lucy Hodges

School transport is expected to be one of the hottest issues for the Government in the second Education Bill now being rushed through committee.

MPs on all sides of the House will be pushing for changes in the plans that would allow l.e.a.s to charge what they like for bussing children to and from school. They are coming under increasing pressure from the Roman Catholic lobby which is extremely worried about the effects of higher charges. As one Labour MP put it: "They care more about this than they do about abortion."

Catholic schools and schools in the country would be hit hard by higher charges because they take children from wide catchment areas. One way to make the scheme more palatable would be to set a national flat rate, one idea being canvassed by MPs which may in the end be adopted by the Government if the going gets too rough. It would not bring the required savings on the cost of providing transport but would take some of the sting out of the criticisms.

Mr Malcolm Thornton, the new Tory MP from Liverpool Garston and former chairman of the Association of Metropolitan Authorities' education committee, is most unhappy about the effect of higher charges. "You are talking about truancy going up to 50 to 60 per cent in rural areas", he said. "Public transport isn't that frequent and costs are escalating."

The Government's assisted places scheme is also expected to set the committee alight. Privately one or two Conservatives are unhappy—particularly with the timing of a plan which would put money into the private sector when maintained schools are suffering cuts. One solution would be to delay implementation even further than the target date of 1981.

In common with most of the education world, Labour regards the whole scheme with horror. Mr Christopher Price, MP, said they were worried about the principle and the details. Bursars of independent schools will be responsible for organizing the means test and assessing the income of parents applying. "This leaves the way open for widespread fiddling," he declared. "Rich parents with good accountants will be able to show they earn small sums so you will get phoney poor kids getting in."

The first session of the committee this week was consumed with the Opposition's objections to ministers present and absent. MPs wanted to know why the Secretary of State was not present and why the Bill was being steered through by two ministers, Mr Rhodes Boyson and Mr Neil Macfarlane, who were not responsible for schools. Furthermore they wanted to know why the Scottish sections were being defended by the Scottish Minister for Health and Social Security.

Labour is doing all it can to slow down the passage of the Bill, which has to get through all its stages early next year if l.e.a.s are to make the necessary savings.

The committee has two chairmen, a clear sign that Members are in for all-night sittings. For a few weeks they are expected to meet two mornings a week but after that the pace will hot up and guillotines may follow soon after Christmas.

MPs on the Tory side have been chosen for the economy with which they speak. Mr Nicholas Winterton, MP, is said to have been deliberately kept off because of long-windedness. Significantly, there are no Conservative amendments to the Bill.

Labour is busily drafting new clauses. Mr Andrew Bennett, a Tribunite MP, has put down two on corporal punishment and another on parental access to school records, among others.

Local authorities to have more say on governors

The Tories' second Education Bill watcts down even further the Taylor proposals on school governing bodies by leaving more to local authorities. They will be free to decide the size and character of governing boards.

Each school is to have its own board of governors. Teachers and parents will elect at least two teachers and two parents to each, but there is no provision for community governors, as in the Labour proposals.

The powers of the governors are not defined.

Parents get new rights to choose their children's schools. Local education authorities and governors must comply with that choice unless it would result in inefficiency or a waste of resources or would conflict with the school's admissions arrangements.

Parents also have the right to choose a school outside their area. If the child is accepted then there will be automatic recoupment between local authorities. This is expected to be taken up particularly in the case of denominational schools.

Dissatisfied parents can apply to a committee comprising l.e.a. members—who will be councillors and co-opted members rather than l.e.a. department officers—and independents with a knowledge of education. The l.e.a. members will have a slight majority.

More information about schools will be made available to parents. L.e.a.s will have to publish annual details about individual school's admission and appeals arrangements, including the number of pupils it intends to admit and its admissions where demand cannot be met.

The Education Secretary will also be able to request schools' exam results and other details about the curriculum and academic performance.

Because of the increased parental choice, alterations have been made to school attendance orders to prevent parents trying to force a child into the school they want by keeping him out of another school for long periods.

State control is to be reduced over the setting up, closing or changing of county schools. L.e.a.s will not have to get Ministerial approval in cases where there are no objections to the proposals or where the Secretary of State decides his approval is not necessary.

The assisted places scheme allows children from poor families to attend independent schools belonging to the scheme. The families of children who are accepted for a place at one of these schools will be subjected to a means test. Fees can be paid in whole or in part plus contributions towards transport and clothing costs.

Scholarships are provided for full-time higher education courses where they relate to a career in industry. There are also grants for education in Welsh.

Polytechnic spending will be subject to new limits. A pre-determined aggregate sum will be announced and any spending on advanced further education that exceeds this will have to be met by l.e.a.s.

Local authorities will be free to decide what meals and milk to provide but they will have to provide facilities for pupils bringing food. They can charge for what meals and milk they supply but will have to give it free of charge to pupils whose families receive Supplementary Benefit and Family Income Supplement.

Equally, l.e.a.s can charge for school transport when they see fit but have a duty to provide free transport or pay travelling expenses for children in families getting Supplementary Benefit and Family Income Supplement who live beyond the statutory walking distance from school.

Mr Carlisle, Secretary of State for Education, reading the lesson on Tuesday at a service organized by the Church Schools Conference in Westminster Abbey

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NEWS

How Clegg will calculate pay levels

Professor Clegg, chairman of the comparability commission, will soon have before him the results of a complicated exercise which is designed to evaluate teachers' jobs and place them in a league table of occupations, so that direct comparisons can be made with rates of pay elsewhere.

The exercise depends on the assumptions that workers and employers have about other jobs. It is being carried out under contract by Inbucon, a firm of management consultants.

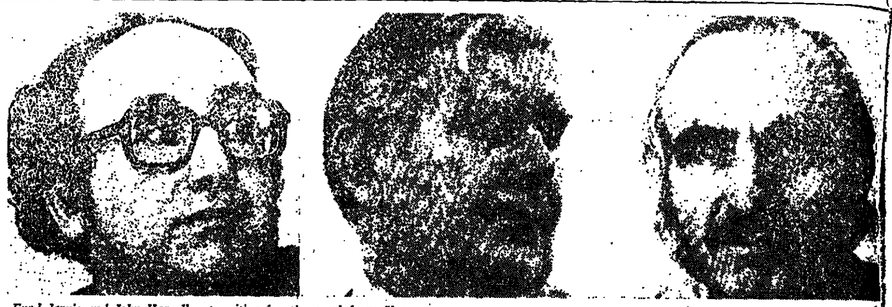
Initially, a list of 40 jobs is selected: jobs which teachers might have gone into, given their qualifications, education, background and so on, if they had not chosen to work in schools. Then representative samples of 20 primary and 20 secondary school teachers are chosen so that there is a good spread of all the different types of teacher—scale one, head of department, scale three in a rural school, senior master in an urban authority and so on.

Judging panels of five teachers, five employers and three independent members then compare all the jobs with each other to produce a rank order. The teachers will appear at, as yet unknown, positions in the list.

The aim is to show that a scale 2 teaching job, for example, can be compared with a group of other jobs in commerce, industry, or profession, which are rewarded at a certain rate. Fringe benefits, including pensions, perks, hours, holidays and so on are taken into account for all the jobs surveyed.

The results of this exercise should be available next month and will form part of the evidence to be assessed by Professor Clegg and the commission. Both the management and teachers' side of the Burnham Committee have submitted their own arguments and all the unions on the committee have produced their own evidence as well.

By the end of December, the commission will have produced a report to the Burnham Committee which will decide the size of the overall payment. Half of the increase will be due on January 1 with the remainder being paid on September 1.



Fred Jarvis and John Harrell are waiting for the word from Clegg.

Six rises in a row: but all eyes on Clegg

Reports by Stephen Cohen

Britain's half million teachers, probably alone among the nation's employed, are getting pay rises every three months. From last April, when salaries were increased by 9 per cent and £6 a month, to next October when those on incremental scales will move up a point, there will have been six rises.

Only one will be worth waiting for. And the only person who has any idea what it will be is Professor Hugh Clegg, the chairman of the Standing Commission on Pay Comparability, which was set up in the dying days of the Labour Government to deal with tricky pay claims.

Clegg is due to report his findings on teachers' salaries by the end of next month. The rises will account for two of the three-monthly alterations to pay packets. The others are this and next October's incremental rises, and, to compound confusion upon uncertainty, the results of next April's pay claim.

Teachers' salary negotiations are invariably complicated. But in the long and tortuous history of the Burnham Committee which is supposed to decide these things, there has never arisen the present situation when the teachers are about to embark on drafting their 1980 pay claim before the 1979 demand has been settled.

How this has come about would make a good subject for a modern equivalent of a Gilbert and Sullivan operetta, were it not for the fact that the participants are deadly serious; the teachers want more money and the employers—the local authorities—can't afford much.

There have been light moments in the 11 months since June. Meetings were switched backwards and forwards between the house of God and Mammon, there were verbal punch-ups between teachers' union officials and now a printing company has been brought in to make some sense of it all.

Rises since Houghton

In 1974, the average salary for teachers was £3,150 a year. On April 1, 1978 it was £5,016—an increase of 59 per cent. Since the Houghton award in 1974, pay rises have been:

- 1975—an average 13.5 per cent after arbitration
- 1976—£312 a year with no rises for those earning over £8,500 in line with stage I of the social contract
- 1977—£132 minimum and £189 maximum, but those earning between £3,060 and £4,160 got 5 per cent minus £21. (This was the £2.50/5 per cent/£4 a week formula of stage II)
- 1978—10 per cent for all with an extra £312 to those above £8,500 in 1976

The average rise for men since 1974 is 54.8 per cent, women got 62.7 per cent.

Inter-union friction gives bitter edge to a complicated dispute

Last January the National Union of Teachers, after hinting loudly that teachers' pay was now 30 per cent below its 1974 level, produced its official claim for a minimum of 35 per cent rises. No final figure was produced because both employers and teachers were waiting for the results of their joint working party which was investigating the decline in pay since 1974, the year of the Houghton report which recommended, and eventually gave large rises.

Since Houghton, government pay policy in its various forms had restricted salary awards to such an extent that up to 40 per cent was needed to catch up. When the working party reported in February it was deduced that there was an overall 21.2 per cent shortfall in salaries between April, 1974, and April, 1978. This was based on an examination of the salaries index for non-manual workers supplied by the Department of Employment.

Updating that figure to April, 1979, but using the index of average earnings, it was found that the total shortfall was 36.5 per cent. If different indices were used, various shortfalls could be calculated, but this lowest produced by the working party was 31.3 per cent.

The report was agreed by both sides of the working party and "received" but not agreed by Burnham. It was placed in the armoury of weapons to be deployed by the teachers alongside the agreement from the management that Houghton salaries were to be restored.

This agreement, concluded in March last year, confirmed the management's wholehearted commitment to Houghton but qualified it with a clause—inserted on the Government's insistence—that stated that the speed with which the management moved depended on the economic circumstances.

Armed with this agreement and the actual shortfall in teachers' pay—36.5 per cent—Fred Jarvis, general secretary of the National Union of Teachers, committed the teachers' panel of the Burnham Committee to go for that, and not a penny less. There was opposition from the National Association of Schoolmasters-Union of Women Teachers and the National Association of Head Teachers but the NUT's overall majority on the panel, plus the support of the other unions, won the day.

Although the NAS-UWT and NAHT did not dispute the accuracy of the claim, they disagreed with the timing and believed that any attempt to get nearly 40 per cent in one go would not be supported by either teachers or the public, let alone be accepted by the employers.

So, on March 7 the claim was presented. The management's offer was 8 per cent, about the going rate then for settlements. But trouble was obviously expected. On the same day the Labour Government announced the establishment of the standing commission on pay comparability and referred local authority, university, manual workers, National Health Service ancillary staff, ambulance men and university technicians to it.

The Government was aware that teachers would be demanding much more than the 5 per cent then laid down as acceptable. It was aware some months earlier and Mr Roy Walker, the DES under-secretary responsible for salaries, had been in touch with Mr Jarvis in January to sound out the idea of a comparability exercise. He was told it was not on.

But six weeks later comparability was being raised again by Mr John Horrell, leader of the management panel. After rejecting the 36.5 per cent claim he suggested that the whole business should be referred to the Clegg Commission. There then followed eight more meetings of the Burnham Committee held variously in the London YMCA, Church House and the Rembrandt Hotel. Eight meetings during which there was the General Election, the return of a Conservative Government and incessant fighting between the NUT and NAS-UWT over what should be done. The management's offer was upped by 1 per cent early on, but no one took any notice of it. There was much more at stake.

The difficulty between the two unions was over the NUT's determination to go to the Clegg Commission if the terms of reference were right and the NAS-UWT's insistence that arbitration was the correct course.

Disagreement spilled out into the open in the marbled lobby of Church House on April 11 during a marathon 12-hour session of Burnham. Tempers were clearly becoming frayed and the hall echoed to accusations of "sell-out" and "wreckage" as Mr Jarvis and Mr Terry Casey, general secretary of the NAS-UWT, met at the foot of the stairs. The union bosses were as far apart as they have ever been during the row. If the management's insistence that Clegg should compare teachers' conditions of service with those of other workers and the teachers' fears that their long holidays, short hours and good pensions would be used against them.

On April 24, Mr Casey walked out of Burnham in disgust at Mr Jarvis's continued attempts to get acceptable terms of reference.

It now became clear that the Government did not want Clegg to consider Houghton without balancing it against conditions of service. The management had decided in February that if the comparability commission was to set up, teachers should be forced to go to it.

It was estimated privately that arbitration would result in a 24 per cent rise. If that happened the Government had the choice of accepting or overturning the award in Parliament. It was thought that teachers were not militant.

To disprove the Government and management's view that there was no fighting spirit among teachers the NAS-UWT instructed its members to work no more than 32½ hours a day.

Eventually the management offered a sweetener to the union. They would have tied 3 per cent immediately as a preliminary payment of whatever Clegg recommended, they could have an extra 0.3 per cent to clear up a few anomalies and there would be an extra £1 a week for only the lower paid.

Mr Jarvis demanded £2.50 a week for all. The meeting was adjourned for the weekend and the chairman ruled that he would send the dispute to arbitration if agreement was not reached by 12.30 pm on May 6.

On that Monday morning the NAS-UWT, writing a letter from the management that Clegg conclusions could be negotiated and even sent to arbitration if there was disagreement, the management improved its sweetener—still only £1 a week for all teachers—and Mr Jarvis had one last go at persuading the NUT to drop its reference to Clegg on terms of service.

The management now conceded they could get the teachers' pay claim out of the way more quickly by paying 3 per cent on May 1 and 3 per cent on August 1. Everyone except the NAS-UWT, which had walked out again, agreed and the Government invited Professor Clegg to move with "urgency" to investigate a comparability study next year in the light of teachers' pay and conditions of employment.

The commission was asked to take note of "all the relevant principles and considerations relating to the assessment of the value and worth of the teaching profession in England including all matters referred to in the Houghton Report and the Tolle Working Party Report, and to the movement of incomes and salary levels since April 1974."

Study and activity weeks at Duporth Centre, Cornwall, April 1980

The Duporth Centre, situated by one of the most picturesque bays in Cornwall and set in a wooded 39 acre estate, will be open weeks commencing 12th and 19th April, 1980 for groups of children over the age of 14 engaged in special studies or activities under the supervision of their teachers.

The weeks are residential with excellent accommodation in flats or chalets and include three meals a day. Equipment and support staff are available for certain activities and the programme for each school is arranged by personal discussion.

The inclusive charge for the week is £35.65 inc. VAT. The weeks are a development from the highly successful School Venture Weeks.

For more details, please contact Paul Winterforde-Young on (0392) 59619 or write to School Venture Weeks, (Duporth), Burlin's Limited, 21 Southernhay West, Exeter, EX1 1PR.

NEWS

John Gretton analyses the consequences and the Government's motives in fixing next year's RSG

Greater control behind level of grant

The Government is expected to mount a holding operation in the Rate Support Grant announcement today that will pave the way for increased control of local spending. This is at the heart of its reform of the grant system for 1980 onwards.

In particular, it will impose a disguised cut in the level of its support for local spending, but in such a way as to put the blame for any subsequent cuts or rate increases on to local authorities themselves, and it will freeze at last year's levels the share of grant going to shire halls and town halls.

The measures expected to be announced include the following:

- The local spending considered "relevant" for the purpose of calculating the level of government support will be pegged on the basis of what authorities are reckoned to have spent last year (1978-79) when councils were planning for a modest increase in spending. Much of that will already have been committed, so that authorities will either have to finance it entirely from the rates, or make damaging cuts in areas financially easier to axe.
- The Government will peg support at 61 per cent, the same as last year. At one time it was considering reducing the figure by several percentage points, which would have amounted to a clear call to local authorities to reduce their spending or put up the rates.

Anxious to avoid bearing the responsibility for subsequent rate increases, the Government has opted for imposing cuts through the backdoor.

The amount local authorities receive to compensate them for inflation is expected to be a figure that would accommodate public sector wage increases no larger than the 13.5 per cent recently awarded to the police. In fact, prices are now running at nearly 20 per cent above what they were this time last year. Any cash limit that does not take account of that will impose a mammoth additional burden on local authorities.

This is nothing new. Ever since cash limits were introduced by a Labour Government in November 1975, they have been used as a disguised form of cut in the level of RSG. This was particularly true last year, when cash limits were fixed at an unrealistically low level to take account of the then Government's general wages norm of 5 per cent.

Next year's rate increases could therefore be as high as 40 per cent. They will be taking account of this year's cutback in grant, some of last years, and the increased spending plans local authorities were encouraged to make.

- The Government is expected to announce a freeze on the way the grant is distributed between authorities. Under the immensely complicated formula, based mainly on the cost per client of providing particular services, the grant has increasingly gone to the higher spending metropolitan authorities, including London. The result has been that, over the past five years, the mainly Conservative shire counties have, in some sense, "lost" out to the tune of up to £400 million.

This trend is impossible to reverse under the present formula. However, it is possible to freeze the distribution at last year's percentages (roughly, 50 for the shire counties, just under 30 for metropolitan districts and just over 20 for London). It is also possible to increase the amount London puts back into the grant total, known as "clawback", to compensate for the exceptionally high rateable values in the capital. The signs are that the Government will do just about this. "It can only be seen as a way of saving money", said Mr Maclure. "It is a neat £100 million cut which can be presented to the xenophobic public as being at the expense of sponging foreigners while leaving all the headaches and the odium with the universities.

"The Government maintains that British universities are so good that people will be delighted to pay from £2,000 to £5,000 a year for undergraduate fees and what could be larger sums for post-graduate courses. The universities are deeply worried by the uncertainty hanging over them. What is certain is that their income is to be cut over three years by 13 per cent—the percentage of the overseas students—but there is no evidence that the market will take this massive price rise in its stride."

The marginal drop in student numbers would not yield anything like sufficient cost savings to cancel out the drop in income. This enforced parochialism would make universities poorer places and indigenous and foreign students would suffer.

Foreign students fee rise 'ham-fisted'

by Bert Lodge

The government's decision to push up foreign students fees was described as ham-fisted at the European Council of International Schools conference last week. The most likely outcome would be a rapid drop in new foreign students and in university income said Mr Stuart Maclure, editor of *The Times Educational Supplement*.

The government's ungenerous gesture managed to exploit two of our more discreditable prejudices; those against students and foreigners. "It can only be seen as a way of saving money", said Mr Maclure. "It is a neat £100 million cut which can be presented to the xenophobic public as being at the expense of sponging foreigners while leaving all the headaches and the odium with the universities.

"The Government maintains that British universities are so good that people will be delighted to pay from £2,000 to £5,000 a year for undergraduate fees and what could be larger sums for post-graduate courses. The universities are deeply worried by the uncertainty hanging over them. What is certain is that their income is to be cut over three years by 13 per cent—the percentage of the overseas students—but there is no evidence that the market will take this massive price rise in its stride."

The marginal drop in student numbers would not yield anything like sufficient cost savings to cancel out the drop in income. This enforced parochialism would make universities poorer places and indigenous and foreign students would suffer.

Sex book wins TES award

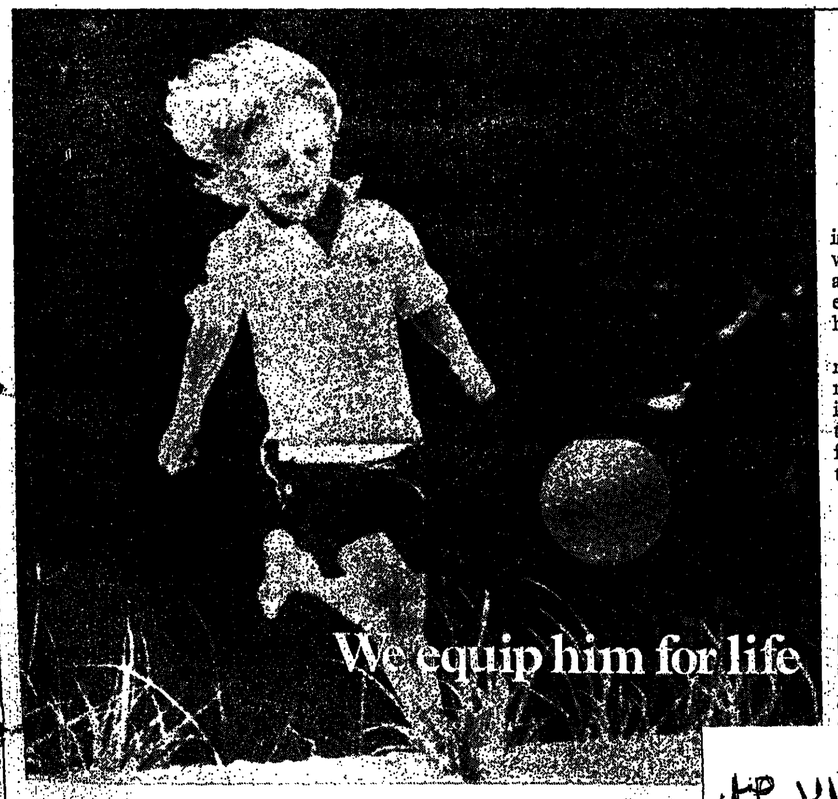
A sex education book has won *The Times Educational Supplement*'s senior Information Book Award for 1979. *Make it Happy*, by Jane Cousins, published by Virago at £2.95, was described by the judges as "witty upon occasions, wholesome, classless, sometimes moving in its simplicity, gentle and honest in its intentions".

The book, with line drawings by Susan Hunter, looks at psychological and physiological development, at contraception and pregnancy, homosexuality, venereal disease and rape, and laws on matters relating to sex.

The Junior Information Book Award has been won by *The Common Frog*, a photographic study by George Bernard of Oxford Scientific Films, published by G. Whizzard/André Deutsch at £3.95. The book reveals the creature's developmental cycles in full-colour photography.

Mr Stuart Maclure, Editor of the *TES*, yesterday presented prizes of £150 each to Jane Cousins and George Bernard. Judges for the senior award were Valerie Alderson, a prominent reviewer of children's books; Edward Blishen, writer and novelist; and Charles Stuart-Jarvis, head of Abbey Wood Comprehensive School and author of many educational books; and Mr Maclure.

The junior award judges were Ralph Lavender, Essex County inspector for primary education and author of a practical guide for teachers on traditional stories; Peggy Hecks, assistant county librarian for Berkshire; Henry Pluckrose, head of Prior Weston primary school and author of many educational books; and Mr Maclure.



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NEWS

Cuts, Cuts, Cuts

The fullest survey yet of the cuts—the real cuts—local authorities have made and will make in their education services. On the following pages *TES* reporters explore which educational areas will be hardest hit by economies, and look particularly at the agonies of Avon

What has happened to education spending since the Conservatives took office in May 1979? How far have local authorities got with their plans for 1980-81?

Education cuts raise powerful emotions and strong protests. These make it difficult to distinguish facts from fears. It is possible, however, to set down clearly the extent of the cuts so far made—the cuts which affect 1979-80—and to outline (less clearly) how plans are shaping for the year 1980-81 which begins next April.

The current year (1979-80):

The 1979-80 cuts stem from Sir Geoffrey Howe's Budget speech of June 12. In it he announced savings of £2,000m.

Local authorities received a circular four weeks later spelling out what the cuts meant for them. The Chancellor's fork had three prongs:

- A cut of £300m from what would have been paid out to cover inflation for the year 1979-80.
- Local authorities asked to cut £360m—about 3 per cent—from "the level of current expenditure envisaged in the Rate Support Grant Settlement".
- No guarantee that the Rate Support Grant would be increased to cover the Clegg awards.

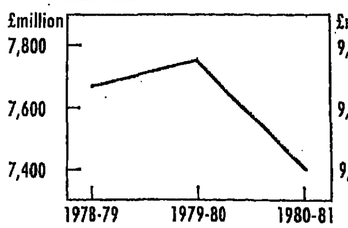
These cuts (leaving aside the uncosted threat to Welsh on Clegg) add up to a call for cuts to the value of £500m-£800m from local government as a whole. Education accounts for about half the total, so if the cuts were spread proportionally across all services, education would have to find £250m-£400m.

As the table shows, the actual local authority education cuts for 1979-80 add to a much smaller sum of about £100m in England and Wales and £1m in Scotland.

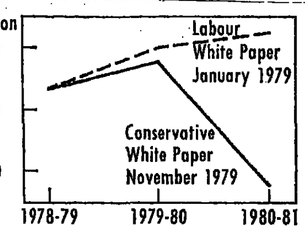
The discrepancy between what the Chancellor asked for and what he got is wide enough to raise major doubts about the credibility of set-piece public statements about national expenditure. Some l.e.a.s, like Kent, concluded that by mid-summer it was too late to change their plans. Others, like Oxfordshire, decided that having cut deep in previous years, they could not make further reductions. Yet others, like Newham, have chosen to defy the Government as a political gesture and are waiting to see what Mr Heseltine is going to do about it.

Next year (1980-81):

The Government's aim is to reduce education spending for 1980-81 to a level 3½ per cent below the 1979-80 figure.



Local authority current expenditure on education, libraries and arts in Great Britain £million, 1979 Constant Survey Prices. Source Cmnd 7746, November 1979, Table 3.



All public spending on education and science, arts and libraries in Great Britain, 1979 Constant Survey Prices. Spending plans in Cmnd 7746 only take account of the reduction of central government spending in 1979-80. The 3 per cent reduction called for in local authority current spending by Circular 4/79 has not been incorporated. If that target is achieved the 1979-80 figure would be £9,424m.

The Budget announced the following reductions:

	£m
Not introducing educational maintenance allowance pilot scheme	1
Reduction of improvement and new building programmes	31
Fees for overseas students	30
Reduction in recurrent grant to universities, etc	8
Miscellaneous savings	1
Reductions in mandatory awards in line with lower forecast numbers	70
Reduction in medical school building programme	30
Not creating 2 Advanced FE Councils plus other items	15
Reduction of grants to research councils	5
	£551
Plus:	
School meals charge to increase in September 1979 by 5p to 30p	25
MSC expenditure:	
YOP	245
Community Industry	15
STEP	22
TOPS	5
	£307

Further reductions are expected when the results of the Civil Service manpower cuts are announced at the end of the month.
Total: Education and Training, 1979-80 £146

Who is cutting what

County councils: £70.1m

1979-80	1980-81
AVON	
£4.035m (3.8%)	No decision
BEDFORDSHIRE	
£333,000 (1%) of council budget, 10% cut across the board to be finalized in December	Considering £2.573m
BERKSHIRE	
No precise figure for education cut out of a £5m (4%) cut of the council budget	Considering £3.339m or 5% of 79-80 budget. School meals and transport to be main item if legislation passed
BUCKINGHAMSHIRE	
£859,000 (1%)	Considering £2.55m (3%)
CAMBRIDGESHIRE	
£3m (2.7%) of council's budget	Considering £2.5m (3.3%). Cash limit on education of £74.4m
CHESHIRE	
£5.41m (3.7%)	Considering £5.3m (3.3%). Final decision in New Year after RSG and Clegg
CLEVELAND	
£1.716m (1%) from revenue, less than 1% from capital	£1.815m (22%) target
CLWYD	
£1.56m (3%)	Considering 1% £1.2m and 2% £2.2m
CORNWALL	
£935,000 (1.8%)	No decision
CUMBRIA	
£1m (1.6%)	No decision
DERBYSHIRE	
£3m (2%)	Shortfall of £1.3m from 79-80 carried over. Considering 5% but no decision
DEVON	
£800,000 (0.8%)	Considering 3% £3.24m and 5% £5.4m. No decision
DORSET	
£1.437m (2.8%). Generally across the board but a 6% cut to capitation	No decision. Considering £2.627m (5%). Specific areas not decided
DURHAM	
£1.6m (2%)	Considering £3.2m (4%). Specific areas not decided
DYFED	
£1.008m (1%)	No decision
EAST SUSSEX	
£1.965m (3%)	Considering £2m. Specific areas not decided
ESSEX	
£3.909m (2%)	Considering £2.314m
GLOUCESTERSHIRE	
£825,000 (target 3%)	Target 5%
GWENT	
£1.6m (approx 2%)	At least £609,000 not found in 79-80 of original 3% cut. No final decision
GWYNEDD	
£712,000 (1.7%)	Considering 4%. No decision
HAMPSHIRE	
£3.19m (2.5%) of original net estimates	Considering 4%. No decision
HEREFORD AND WORCESTER	
Target reductions deferred to 80-81. Negligible savings	Considering £9.1m (7.5%)
HERTFORDSHIRE	
£3m (3%)	Considering 2½%, 5% and 7½. Likely to be 5% (£6.422m)
HUMBERSIDE	
£2.469m (1.9%)	Considering £2.388m. Abandoning 80-81 building programme and hope to find £2m from Education Bill proposals

Who is cutting what

1979-80	1980-81
ISLE OF WIGHT	
£320,000 (2.8%)	No decision
ISLE OF SCILLY	
No cuts in small education budget of £461,450	No decision
KENT	
No cash target set for savings. Identifying areas to produce target in 80-81	Target reduction of £9m (5%) although will be offset by savings from falling rolls, etc
LANCASHIRE	
£3m (1½)	No decision. Twenty-one working parties preparing lists of possible cuts. Waiting for RSG
LEICESTERSHIRE	
£2.5m (3%)	No decision
LINCOLNSHIRE	
£1.5m (2.1%)	Considering £4.5m (4.6%). No decision
MID-GLAMORGAN	
No cuts	Considering 3% £2m. No decision
NORFOLK	
£1,277m (1.5%) plus £47,000 from additional income	Considering £5m but no decision. Looking to school meals to save £2m
NORTH YORKSHIRE	
£1.475m (1.4%)	Considering £4.3m. No decision
NORTHAMPTONSHIRE	
No identified cuts for education. No inflation adjustment mid-year	£4.5m (7.5%) being considered
NORTHUMBERLAND	
£400,000 (0.9%)	Considering 5%. No decision
NOTTINGHAMSHIRE	
£1.887m (1.4%)	Considering £2.45m
OXFORDSHIRE	
No cuts	£540,000 (1%) Cuts planned at 1% a year making a cumulative reduction of £1.8m by 82-83
POWYS	
£168,000 (2%)	Considering 1% cut in real terms. Decision expected December 20
SALOP	
£930,000 (1.8%)	No decision
SOMERSET	
Education's share of 1½% saving on manpower, deferred till after 79-80 academic year	Considering £2.2m (6%). Includes deferred £280,000 from 79-80
SOUTH GLAMORGAN	
£1.2m (1.7%)	Considering £2m (4%). No decision until New Year
STAFFORDSHIRE	
£2.25m (1.75%)	Considering £6.47m (5%). Looking for £2m from school meals
SUFFOLK	
£700,000 (0.9%)	Considering £2.4m arising from the Education Bill proposals. No decision
SURREY	
£1.36m (1%)	Considering £2.7m. No decision
WARWICKSHIRE	
£1.2m (1.5%)	Considering 4.8m (7%)
WEST GLAMORGAN	
£1.6m (approx 2.8%)	No decision
WEST SUSSEX	
£1.9m (2.7%)	Considering 3-5% reduction on 79-80 budget
WILTSHIRE	
£1m (1.6%)	Considering £3.4m (5%)

Metropolitan authorities: £15.67m

1979-80	1980-81
BARNSLEY	
£600,000 saved. No cuts. Contingency money for inflationary adjustment mid-year stopped	No directive from council
BIRMINGHAM	
£2m (1½-2%). Half from redundant items	No publicly stated targets. No decisions
BOLTON	
Target £990,000 (1.1%). "Fortuitous savings" ie savings on loan charges, reorganization of school meals	Considering 2% and 5%
BRADFORD	
£514,000 (0.5% of l.o.a. budget). No inflation adjustment mid-year and careful scrutiny of vacancies	Considering 2½%, 5% and 7%. Waiting for RSG
BURY	
No specific cuts. Relying on economy in use and natural wastage	Considering the implications of a possible 4% saving. Waiting for RSG
CALDERDALE	
No cuts	Nothing until RSG. Trying to establish priority areas
COVENTRY	
£500,000 (just over 1%). No inflation adjustment on capitation. Freezing uncommitted but approved projects, delaying filling vacancies	Nothing final until RSG. £1.4m (4%) target with 2% reduction in each of the following 2 years
DONCASTER	
£2.3m (4.7%)	Considering implications of substantial cuts (no figure given)
DUDLEY	
£475,000 (1½%)	£1.1m (3½%). Possibly more after RSG
GATESHEAD	
Overall restraint. Scrutinising vacancies	Target 5% saving £1.45m
KIRKLEES	
No cuts except for candle ends	Standstill budget. Committed growth of £1m (2%) to be met from cuts elsewhere to keep budget at 1979-80 level in real terms
KNOWSLEY	
No cuts. £100,000 saving (0.3%). Furniture, curtains and natural wastage of non-teaching staff	Considering implications of 5%. No decisions
LEEDS	
Rejected cuts of £1.52m or 11%. £80m savings (no figures) approved on heating, administrative costs and 5% off school furniture	Waiting for RSG
LIVERPOOL	
£200,000 (0.2%)	No cuts yet planned
MANCHESTER	
£500,000 (0.75%). Uncommitted development. Budget frozen at July	Considering 3% and 5%. Decision in Jan-Feb after RSG
NEWCASTLE	
No cuts but incidental savings made through closer monitoring of vacancies	£3.5m (6.8%). Various plans being considered. One being fee increases (£400,000) plus cuts not using redundancies (£1.5m) plus cuts using redundancies (£1.6m) to total £3.5m. Waiting for RSG

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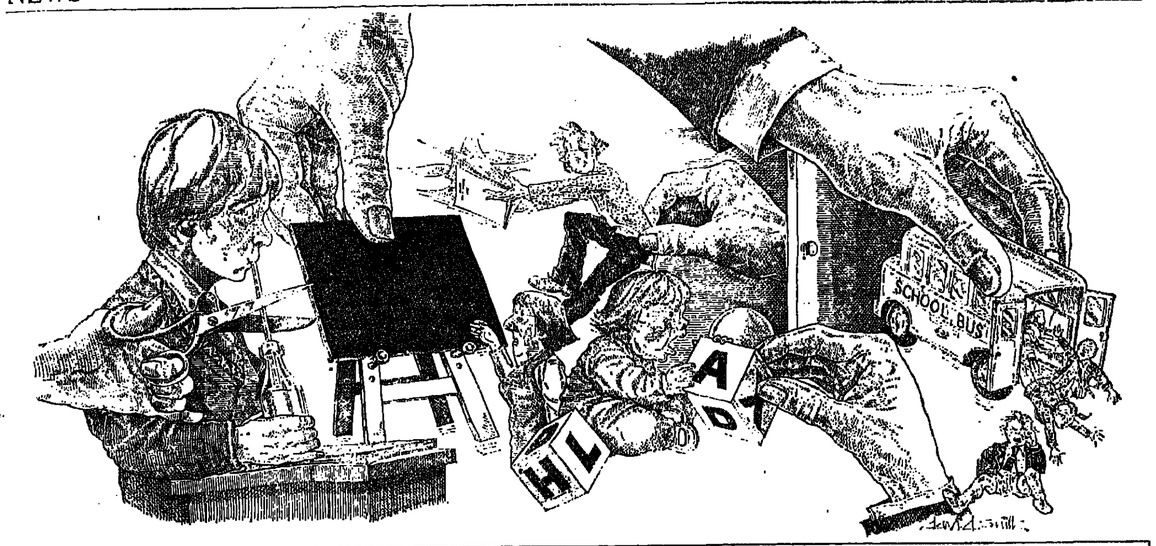

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1979-80	1980-81
NORTH TYNESIDE	
£860,000 (3%). Reducing baselines but actual savings run to £400,000. Reduction in supply teachers, freeze on nursery building and staffing	Contingency plans for 5% but could be more severe after RSG
OLDHAM	
£300,000 (1%). Half from financing of in-service training by external institution, saving on furniture, half from manpower savings	Considering 2½%, 5% and 7%
ROCHDALE	
£300,000 (0.8%). Freeze of educational welfare development, reduction of in-service training and deferment of replacement furniture and interior decoration	£1.61m cut recommended
ROTHERHAM	
£853,750 (2%)	"No change" budget being prepared
ST HELENS	
£225,000 (0.7%)	No decisions
SALFORD	
£1.217m (approx 3%)	No plans
SANDWELL	
No cuts	No decisions
SEFTON	
No cuts. Freezing non-teaching and staff vacancies	No decisions
SHEFFIELD	
£553,900 (0.5%). Two-thirds is in existing services. Remainder is not implementing expansion	Considering 2%, 3% and 5%, but waiting for RSG
SOLIHULL	
£514,000 (1.8%)	£933,000 (3.3%) cut on original 79-80 budget
SOUTH TYNESIDE	
No cuts. Keeping with basic budget including inflation element but no growth	Considering 5%. No decision until RSG
STOCKPORT	
No cuts	No decision until February
SUNDERLAND	
£850,000 (1.7%)	No decision until January. Estimates being prepared
TAMESIDE	
No figure given. 10% cut in supplies, small fees increase in adult education and a no-redundancy policy until mid-1983	No decision until RSG
TRAFFORD	
£846,000 (2.8%). The first third of a planned two year reduction of £2.3m.	£1.5m. No final decision until RSG
WAKEFIELD	
Target of £2.1m. Expect to cut £1.3m (2.2%)	Considering 5% and 7½%. No final decision until RSG
WALSALL	
No cuts	No plans. No decision until RSG
WIGAN	
No cuts. Accidental circumstances produced some economies	Considering 5%, 7½% and 10%
WIRRAL	
£250,000 (0.5%)	Considering 5%
WOLVERHAMPTON	
No cuts	No plans for cuts

London: £12.92m

1979-80	1980-81
BARKING	
No specific target saving in education. Drawing on balances. No inflation adjustment mid-year. Reviewing appointments	Considering which sectors should have inflation built in on 79-80 budget
BARNET	
£460,000 (1.2%)	No decisions
BEXLEY	
£195,000 (0.64%). Monitoring vacancies. No inflation adjustment mid-year	£1.3m to be saved. Sub-committees found only £736,685 (2.4%)
BRENT	
£1.41m (3.0%)	Preliminary stages. Examining the implications of falling rolls
BROMLEY	
£1.01m (3.0%)	Target: 5% off 1978 priced budget £1.585m
CROYDON	
£212,000 (0.45%) or half of growth factor built into education budget	£1.7m target. £700,000 painlessly saved via falling rolls
EALING	
Saved approx 0.3% on uncommitted items. Full effect of cash limit to not yet known	Target 5%. Considering e g Selling vacant high schools. Closing student hostel
ENFIELD	
£728,900 (2%). Council cutting 3.2%	No decisions
HARINGEY	
£564,000 (1.6%)	No decisions
HARROW	
£600,000 target (3%). Found only £50,000. Reviewing appointments other than teachers	£600,000 (3%) which is deferred reduction from 79-80. No decisions
HAVERING	
5% of minor works budget cut by DES. No target savings required on uncommitted expenditure	Target saving of 4%
HILLINGDON	
£250,000 (0.8%)	Considering £900,000 (2.5%) plus the effects of the final decision on school meals
HOUNSLOW	
No cuts. Absorbing the cut in RSG increase order	Not planning on any cuts but that depends on RSG
KINGSTON	
Target £830,000—roughly 3%). Council deferred 3% set aside for wage increases indefinitely and 2% of manpower budget to be reduced over second half of 79-80	No decisions. Waiting for RSG
MERTON	
£531,800 (2.3%) Half from increased income, remainder on inflation addition mid-year and delay of appointments	No decisions. Waiting for RSG
NEWHAM	
No reduction—"improper in socially depressed area"	Waiting for RSG
REDBRIDGE	
No cuts. Council monitoring uncommitted building programme which doesn't affect education	Target of £1.6m (5.5%)
RICHMOND	
£400,000 (3%) Greatest part is building work	Target 10% off 79-80 council budget (£2.29m)
SUTTON	
£334,400 (1.5%) Deferring appointments of approved posts not filled. Full year effect £415,200	Looking at savings of 5% and 7½%. No decisions
WALTHAM FOREST	
£440,000 (1.2%)	No decisions
ILEA	
£5.5m (1+%). Reductions to safeguard the 80-81 budget through deferment of policies, delay in appointments and reduced maintenance of buildings	Considering three alternatives: no change; 3% £15.5m; 5% £25.7m

Scotland: £12.13m

1979-80	1980-81
BORDERS	
£200,000 (1.6%)	Considering 4%. Net expenditure limit set at £13.85m
CENTRAL	
No cuts	Waiting for RSG
DUMFRIES & GALLOWAY	
No cuts	Waiting for RSG
FIFE	
£600,000 (1.7%)	Waiting for RSG
GRAMPIAN	
No cuts	Waiting for RSG
HIGHLAND	
Economies from monitoring appointments and vacancies	Considering 2½%, 5% and 7½%. Target reductions ranging from £721,000 to £2.1m
LOTHIAN	
No cuts	Waiting for RSG
ORKNEY	
No cuts	Waiting for RSG
SHETLAND ISLANDS	
No cuts	Waiting for RSG
STRATHCLYDE	
£10m (2.8%)	No decision. Rejected 79-80 options for saving £6.8m—may be reconsidered e g £1.4m: end school feedings for community use; £1m: statutory transport only; £648,000; and discretionary relief to upper primary; £588,000; closure of all nursery schools
TAYSIDE	
£1.2m (1.7%)	Waiting for RSG
WESTERN ISLES	
£125,680 (2%)	Considering 4%

SEX DIFFERENTIALS AND SCHOOLING

A major conference for all who work with young people
Churchill College, Cambridge, 2-5 January, 1980
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NEWS

Where the councils are saving

Teachers
1979-80
Redundancies: Avon, 4; Trafford, equivalent of 45 full-time posts. Additional teachers not appointed: Wiltshire, 49; Haringey, 40; Gwent, 30; Derbyshire, 24; Staffordshire, Western Isles, 10.
Natural wastage, redeployment, early retirement: Avon, 402; Hampshire, 400; Humberside, 185; Wilts, 162; Surrey, 95; Durham, 70.
Savings: Doncaster, £319,000; Oldham, £150,000; Sunderland, £100,000; North Tyneside, £60,000; Borders, £56,000.
1980-81
Anticipated loss of posts: Coventry, 240; Ealing, 200; Sheffield, 180; Northamptonshire, 125 secondary; Bedfordshire, 100 primary; Bexley, 33 nursery; Dudley, 33; Solihull, 17.

Capitation
1979-80
30 per cent cut: Gwent (primary).
20 per cent: Lincolnshire, Rotherham.
18 per cent: Salop.
15 per cent: Cumbria, Doncaster.
11 per cent: Brent (secondary).
10 per cent: Avon, Bedfordshire, Bromley, Clwyd, Dudley, Gwent (secondary), Hampshire, Hertfordshire, Solihull, Trafford; Warwick.
7½ per cent: North Yorkshire.
7 per cent: Birmingham.
6 per cent: Barnet, Brent (primary), Derbyshire, Dorset.
5 per cent: Buckinghamshire, Wiltshire.
1980-81
10 per cent: Bedfordshire, Coventry, Gateshead, Solihull.
5 per cent: Bexley.

Nursery
1979-80
No expansion: Avon; North Tyneside; Staffordshire; Suffolk.
Staff cut: Nottinghamshire; Sheffield.
New admissions on part-time basis: West Glamorgan.
Building programme deferred: Brent.
1980-81
No expansion: Bexley; Coventry; Humberside; Redbridge.
Staff cut: Bolton; Gwent.
Admissions on part-time basis: Coventry.

Further education
1979-80
Discretionary awards cut: Avon; Bexley; Bromley; Enfield; Doncaster; Sheffield; Suffolk; Wakefield.
Appointments cut: Buckinghamshire; Dyfed; Gwynedd; Enfield.
Savings: Staffordshire £633,000; Bradford and Hampshire £250,000; Enfield £236,000; Nottinghamshire £225,000; Surrey £120,000; Bexley £80,000; Isle of Wight and Wakefield £40,000; Rotherham and Sunderland £10,000.
1980-81
Discretionary awards cut: Cambridgeshire; Ealing; Gateshead; Richmond; Solihull.
Savings in college refectories: Avon; Cambridgeshire.
Estimated savings: Staffordshire £1.3m; Coventry £144,000; Bedfordshire £125,000.

Adult education
1979-80
Fees up: Bradford; Brent; Bromley; Buckinghamshire; Clwyd; Coventry; Cumbria; Derbyshire; Doncaster; Ealing; East Sussex; Essex; Haringey; Leicestershire; Norfolk; North Tyneside; Northumberland; Nottinghamshire; Powys; St Helens; Salford; Salop; Sheffield; Solihull; South Glamorgan; Staffordshire; Trafford; Warwickshire; West Sussex.
Cuts in classes: Bradford; Doncaster; Durham; Dyfed; Hampshire; Humberside; North Yorkshire; Nottinghamshire; Trafford; Warwickshire; West Glamorgan.
1980-81
Fees up: Bedfordshire; Cambridgeshire; Dudley; Ealing; Gateshead; Redbridge; Solihull.

Meals
1979-80
Savings: Durham £200,000; Gwynedd £143,000; Rotherham £96,000; Barnet, Nottinghamshire £80,000; Staffordshire £70,000; Bradford £58,000; Enfield, Surrey £50,000.
Cafeteria type meals: Avon; Buckinghamshire; West Sussex.
Savings from substitute foods: Bromley; Lincolnshire; Powys.
Unit cost per meal reduced: Devon; Salop; Warwickshire.
1980-81
Most authorities looking to the legislation.
Estimated savings: Northamptonshire £2.5m; Staffordshire, Norfolk £2; Bedfordshire £1.58m Lincolnshire £1.6m; Clwyd £900,000; Redbridge £700,000; Bolton £250,000.
Cafeteria type meals being considered: Ealing; Hampshire.

Transport
1979-80
Returning to statutory requirements: Derbyshire; Northumberland; Nottinghamshire; Powys; Wakefield.
Concessionary transport limited: Avon; Doncaster.
1980-81
Most authorities looking to the legislation.
Estimated savings: £48,000 (Redbridge); £116,000 (Rochdale).

Other
1979-80
Holiday changed: Devon; Isle of Wight; Wiltshire.
Youth Service savings: Cumbria; Doncaster; Dudley; Lincolnshire; Rotherham; Salford; Suffolk; Sunderland; Wakefield.
1980-81
Savings on advertising vacancies: Rochdale.

Adult education

On the brink of extinction

Spending on adult education is being hit so hard that there is a fear it could virtually cease to exist unless steps are taken to safeguard it.

Many local authorities are using it to bear the brunt of the cuts, and in some parts of the country non-vocational classes have been withdrawn completely. Sharp fee increases, restricted use of premises and closure of centres are widespread.

In Humberside all classes by part-time tutors have been withdrawn until April 1980, to make a saving of £500,000. This leaves only a handful of classes still running, and means most rural areas now have no adult education at all. This is described as a temporary suspension, but the National Association of Teachers in Further and Higher Education and the Association for Adult and Continuing Education fear it may be permanent.

Questions have been raised about the legality of cuts by authorities such as Humberside and Hampshire, where non-vocational classes are to close down over the winter months. Under section 41 of the Education Act authorities must make adequate provision for adult education. But it is difficult to determine when provision becomes inadequate, which could only be tested in the courts.

Legal action is being considered by some organizations—NATFHE has written to the Secretary of State asking him to take action, under sections 68 and 99 of the Act, to ensure that authorities fulfil their statutory requirement. ACACE has also written to Mr Carlisle pointing out that policy decisions now being taken by some authorities are a move back to before the 1944 Act.

"We are deeply concerned about the differing responses of L.e.a.s to cuts. It seems clear to me that the spirit behind the Act is that adult education should be provided," said Dr Richard Hoggart, who is chairman of ACACE.

Numerous "self-financing" schemes are to come into operation, putting up fees to a level that will cover all tutorial costs. Fees will be enormously but the trend towards fixing an "economic" rate is seeing them out at around £20 for a 20-week session. In Sheffield this has led to a 100 per cent increase in Trafford a jump from 39p to £1 an hour, and in Wakefield a system where fees will vary from class to class, depending on numbers.

Already there are reports of a significant drop in demand so far as the introduction of the new schemes combined with a higher minimum fee for class sizes, could well signal the fast diminishing range of subjects available and one indirect consequence of this is limited access to specialist equipment, severely affecting craft and technical courses.

Accommodation is one of the problems being faced by the Workers' Educational Association now that authorities are imposing charges and restricting use of premises. The WEA anticipates a cut of up to 50 per cent in its funding from local authorities.

What are regarded as priority groups will also suffer: concessionary arrangements operated by some authorities for pensioners and the unemployed are to be altered. Adult literacy, though recognized as a neglected area, is not immune and the Adult Literacy Unit expects to be faced with demands for charges. In Doncaster literacy schemes have had their classes cut by two thirds.

There are signs that opposition is having some effect. West Glamorgan had originally decided on the withdrawal of all classes until next April, with the exception of one [illegible]

Continued on next page

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time centre in Swansea, but they will be reintroduced from January 1.

In Nottinghamshire a campaign launched against the cuts generated a response on a scale that may cause a rethink. The Nottingham Save Adult Education group is aiming to develop a national campaign, and has the support of a clutch of MPs, including one Conservative.

Jobs

Harder on women

Fewer teachers than ever are expected to leave work this year and the prospects of jobs for married women who left to have children and are ready to return are extremely poor.

Only 7 per cent of the 471,000 teachers in England and Wales are expected to retire, resign or seek other employment this year. This compares with 10 per cent in each of the first five years of this decade, and 9 per cent in 1976, the latest date for which accurate figures are available.

The Department of Education is predicting that about 60,000 will leave the service over the next two years while 40,000 will be produced from the training colleges and universities. That would mean 20,000 jobs for returners but Mr Mark Carlisle, the Education Secretary, is planning for a reduction of 18,000 teachers overall by 1980-81, so there will be only 2,000 new jobs available over the next two years.

This 3.7 per cent reduction is slightly out of line with the 4.7 per cent fall in pupil numbers, as account has been taken of the "unavoidable diseconomies" of cutting staff at the same rate as pupils decline. Schools have to protect their curricula and certain members of staff cannot be cut or have to be replaced if there is a retirement or resignation.

Mr Carlisle, when announcing the number of teachers, saw no need for major redundancies: there might be some but not on any great scale. Local authorities, which have to manage central Government's policies, are hoping for the same thing and are relying on natural wastage to cut out the need for redundancy.

At the moment, three authorities have published their redundancy plans as laid down by employment protection legislation. Avon wanted to axe 406; Humberside 185; and Trafford, 100.

Avon is going to make only four redundant because redeployment, premature retirement and natural wastage have taken care of the rest. Humberside will not make anyone redundant for the same reasons. Negotiations are taking place now in Trafford between the unions and the local authority.

Although only a handful of teachers might be made redundant this year, the effects of the contraction will be felt by part-time staff. More and more local authorities are using short-term engagements to manage their employment problems.

Special education

Already the victims

Handicapped and deprived children are already the victims of hasty action by local authorities attempting to meet the Government's demand for economies.

Savings include wholesale closures of special units and children's homes and increased transport charges for taking mentally handicapped teenagers to adult training centres.

The Sutton, Merton and Wandsworth Area Health Authority is saving £75,000 by closing the Belmont Children's Unit for brain damaged and non-communicative children. The unit was founded 26 years ago by Dr Louis Minski, a psychiatrist, and is run by a team including a teacher, a speech therapist and a psychologist. It is funded by the regional health authority.

Bromley plans to save £60,000 by closing Gorse Children's Home which has eight of its 18 places filled. And 37 children in Eastry Children's Home near Deal in Kent have collected 5,000 signatures so far in an attempt to reverse the council's decision to close their home next July.

Many councils have not yet decided where the axe will fall. The National Society for Mentally Handicapped Children is hoping to take advantage of this. It is about to launch a campaign.—"Call for Compassion"—which will attempt to persuade those in authority not to cut services for the mentally retarded.

The society is monitoring the cuts through its regional branches. Mr James Ross, director for welfare and rights services, says it is difficult to calculate the effects. He fears the hidden ones: a home care teacher visiting a child once a fortnight instead of once a week, or failure to replace a welfare assistant in a school for the severely retarded. This could be disastrous, he believes.

Berkshire County Council has already frozen a vacant post for an occupational therapist. Her job was to provide aids for the severely handicapped so they could continue to live at home. Some may have to go into hospital unless neighbours and their family can help.

At least six young retarded people in Hampshire will lose the chance to train for a job in horticulture. Blendworth Country Centre, built by NSMHC at the cost of £80,000 in Horndean near Portsmouth, opened in September and still has no students because the council will not pay the students fees.

DES

Civil servants don't escape

There will be no escape from the cuts for the Department of Education and Science itself. Later this month the Cabinet will decide whether to go for a 10, 15 or 20 per cent reduction in staffing.

In a confidential submission to the Civil Service Department, the DES Establishment Department has presented a series of options for consideration by the cabinet later this month. They range from ways to improve efficiency to cuts which, the DES considers, will lead to political difficulties, including serious impairment of control over the education system. One option in the 20 per cent reduction plan includes not answering teachers' queries on pensions and cuts in work on teacher statistics. This could lead to real dangers of resentment and inefficiency, the DES says.

Ministers are, however, expected to go for the minimum 10 per cent or less reduction in the 2,097 DES staff. The options in this category include the loss of 13 jobs—staff working on boarding education, European schools, milk subsidies and statistics of handicapped; 32 jobs in controls of schools and universities buildings and FE equipment; 36 in finance and pensions and 59 in messengers, typing, library and publicity.

At the same time the Education Bill provides for 29 new jobs which may be filled by redeploying staff. The assisted places scheme is expected to need eight, while six will work on industrial schools and 15 on voluntary schools.

Nursery education

Less drastic than feared

All nursery schools and classes to be shut in Somerset, Gateshead, Newcastle, Surrey, Oxfordshire . . . these are the rumours that have been sweeping the nursery world.

Apart from Oxfordshire (page 6), the facts are less drastic. But there seems little doubt that the nursery expansion which began with Mrs Thatcher's 1972 White Paper will virtually stop at a time when only 18.4 per cent of all three and four year-olds have nursery places.

Several authorities have already announced that they are deferring present plans for nursery building. And many classes and schools that are ready to open will now be left unstaffed and unused.

The proportion of children in nursery schools and classes will improve slightly. The recent White Paper has kept an allocation for 2,000 new places in new nursery classes in primary schools. And as the child population drops, a higher proportion of children will have places.

But many European countries have nursery places for more than 50 per cent of three-year-olds and 80 to 90 per cent of four-year-olds—the targets set in the Plowden report.

Somerset has cut its nursery allocation from £68,000 to £23,000. It plans to save as much as possible on overheads, but it will still probably lose half its nursery places. Councillors drew back from total abolition when they realized the strain this might put on social services budgets.

Saving on overheads means shutting nursery schools and putting children into new nursery classes in primary schools. Oxfordshire education committee also decided on this tactic—but the county council overruled them and decided on total shutdown.

Nottinghamshire is keeping its nurseries open—but cutting right back on staffing ratios. It hopes to lose about 100 nursery nurse posts—mostly by redeployment, but letters warning about redundancies went out in September.

Ratios of adults to children will slide from 1: 13 to 1: 20. So a nursery unit with 60 children, which would previously have had two teachers and three nursery nurses, will in future have only one nursery nurse.

Only one authority so far seems to have significantly cut its playgroup grant. East Sussex has reduced grants for equipment and training expenses from £8,250 to £1,500.

Meals/transport

Still free for the needy

Contrary to warnings by the poverty lobby, the Government is committed to making sure that children of parents on Supplementary Benefit and Family Income Supplement will continue to be provided with free school milk and meals. But the latest Whitehall estimates suggest 400,000 fewer children will benefit from free milk and meals once the Education Bill is passed.

This emerged from the second reading of the second Education Bill when a Labour onslaught on the proposals to permit local authority discretion on the provision of milk and the charges for meals—and school transport—prompted a firm statement from Dr Rhodes Boyson.

He declared: "Anyone on family income supplement or on supplementary benefit will continue to qualify for free school meals and transport. From November anyone on FIS with two children will be able to earn £60.50 before having to pay for school meals."

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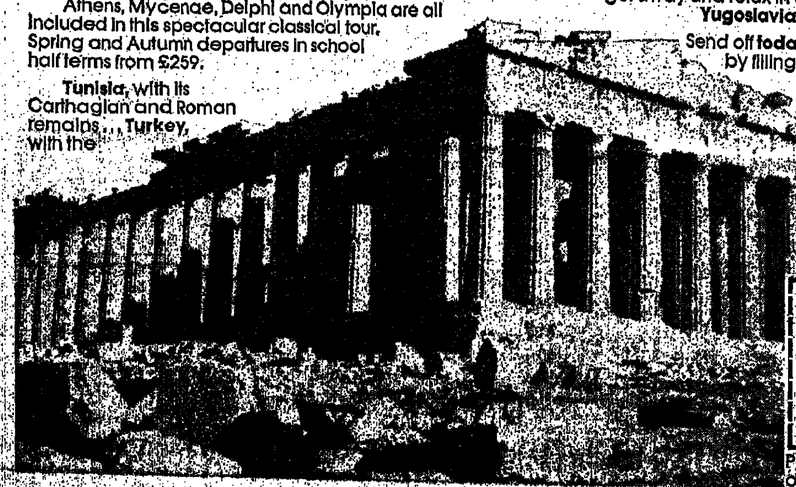

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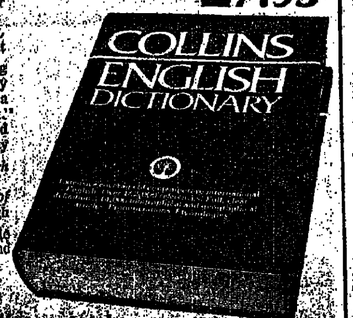

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NEWS

Where the councils are saving

Teachers

1979-80

Redundancies: Avon, 4; Trafford, equivalent of 45 full-time posts.
Additional teachers not appointed: Wiltshire, 49; Haringey, 40; Gwent, 30; Derbyshire, 24; Staffordshire, Western Isles, 10.
Natural wastage, redeployment, early retirement: Avon, 402; Humpshire, 400; Humberside, 185; Wilts, 162; Surrey, 95; Durham, 70.
Savings: Doncaster, £319,000; Oldham, £150,000; Sunderland, £100,000; North Tyneside, £60,000; Borders, £56,000.

1980-81

Anticipated loss of posts:
Coventry, 240; Ealing, 200; Sheffield, 180; Northamptonshire, 125 secondary; Bedfordshire, 100 primary; Bexley, 33 nursery; Dudley, 33; Solihull, 17.

Capitation

1979-80

30 per cent cut: Gwent (primary).
20 per cent: Lincolnshire, Rotherham.
18 per cent: Salop.
15 per cent: Cumbria, Doncaster.
10 per cent: Brent (secondary).
10 per cent: Avon, Bedfordshire, Bromley, Clwyd, Dudley, Gwent (secondary), Humpshire, Hertfordshire, Solihull, Trafford; Warwick.
7½ per cent: North Yorkshire.
7 per cent: Birmingham.
6 per cent: Barnet, Brent (primary), Derbyshire, Dorset.
5 per cent: Buckinghamshire, Wiltshire.

1980-81

10 per cent: Bedfordshire, Coventry, Gateshead, Solihull.
5 per cent: Bexley.

Nursery

1979-80

No expansion: Avon; North Tyneside; Staffordshire; Suffolk.
Staff cut: Nottinghamshire; Sheffield.
New admissions on part-time basis: West Glamorgan.
Building programme deferred: Brent.

1980-81

No expansion: Bexley; Coventry; Humberside; Redbridge.
Staff cut: Bolton; Gwent.
Admissions on part-time basis: Coventry.

Further education

1979-80

Discretionary awards cut: Avon; Bexley; Bromley; Enfield; Doncaster; Sheffield; Suffolk; Wakefield.
Appointments cut: Buckinghamshire; Dyfed; Gwynedd; Enfield.
Savings: Staffordshire £633,000; Bradford and Hampshire £250,000; Enfield £235,000; Nottinghamshire £225,000; Surrey £120,000; Bexley £80,000; Isle of Wight and Wakefield £40,000; Rotherham and Sunderland £10,000.

1980-81

Discretionary awards cut: Cambridgeshire; Ealing; Gateshead; Richmond; Solihull.
Savings in college refectories: Avon; Cambridgeshire.
Estimated savings: Staffordshire £1.3m; Coventry £144,000; Bedfordshire £125,000.

Adult education

1979-80

Fees up: Bradford; Brent; Bromley; Buckinghamshire; Clwyd; Coventry; Cumbria; Derbyshire; Doncaster; Ealing; East Sussex; Essex; Haringey; Leicestershire; Norfolk; North Tyneside; Northumberland; Nottinghamshire; Powys; St Helens; Salford; Salop; Sheffield; Solihull; South Glamorgan; Staffordshire; Trafford; Warwickshire; West Sussex.
Cuts in classes: Bradford; Doncaster; Durham; Dyfed; Hampshire; Humberside; North Yorkshire; Nottinghamshire; Trafford; Warwickshire; West Sussex.

1980-81

Fees up: Bedfordshire; Cambridgeshire; Dudley; Ealing; Gateshead; Redbridge; Solihull.

Meals

1979-80

Savings: Durham £200,000; Gwynedd £143,000; Rotherham £96,000; Barnet, Nottinghamshire £80,000; Staffordshire £70,000; Bradford £58,000; Enfield, Surrey £50,000.
Cafeteria type meals: Avon; Buckinghamshire; West Sussex.
Savings from substitute foods: Bromley; Lincolnshire; Powys.
Unit cost per meal reduced: Devon; Salop; Warwickshire.

1980-81

Most authorities looking to the legislation.
Estimated savings: Northamptonshire £2.5m; Staffordshire, Norfolk £2; Bedfordshire £1.58m Lincolnshire £1.6m; Clwyd £900,000; Redbridge £700,000; Bolton £250,000.
Cafeteria type meals being considered: Ealing; Hampshire.

Transport

1979-80

Returning to statutory requirements: Derbyshire; Northumberland; Nottinghamshire; Powys; Wakefield.
Concessionary transport limited: Avon; Doncaster.

1980-81

Most authorities looking to the legislation.
Estimated savings: £48,000 (Redbridge); £116,000 (Rochdale).

Other

1979-80

Holiday changed: Devon; Isle of Wight; Wiltshire.
Youth Service savings: Cumbria; Doncaster; Dudley; Lincolnshire; Rotherham; Salford; Suffolk; Sunderland; Wakefield.

1980-81

Savings on advertising vacancies: Rochdale.

Adult education

On the brink of extinction

Spending on adult education is being hit so hard that there is a fear it could virtually cease to exist unless steps are taken to safeguard it.

Many local authorities are using it to bear the brunt of the cuts, and in some parts of the country non-vocational classes have been withdrawn completely. Sharp fee increases, restricted use of premises and closure of centres are widespread.

In Humberside all classes by part-time tutors have been withdrawn until April 1980, to make a saving of £500,000. This leaves only a handful of classes still running, and means most rural areas now have no adult education at all. This is described as a temporary suspension, but the National Association of Teachers in Further and Higher Education and the Association for Adult and Continuing Education fear it may be permanent.

Questions have been raised about the legality of cuts by authorities such as Humberside and Hampshire, where non-vocational classes are to close down over the winter months. Under section 41 of the Education Act authorities must make adequate provision for adult education. But it is difficult to determine when provision becomes inadequate, which could only be tested in the courts.

Legal action is being considered by some organizations—NATFHE has written to the Secretary of State asking him to take action, under sections 68 and 99 of the Act, to ensure that authorities fulfil their statutory requirement. ACACE has also written to Mr Carlisle pointing out that policy decisions now being taken by some authorities are a move back to before the 1944 Act.

"We are deeply concerned about the differing responses of local authorities to cuts. It seems clear to me that the spirit behind the Act is that adult education should be provided," said Dr Richard Hoggart, who is chairman of ACACE.

Numerous "self-financing" schemes are to come into operation, putting up fees to a level that will cover all tutorial costs. Fees have risen enormously but the trend towards fixing an "economic" rate is expected to bring them out at around £20 for a 20-week session. In Sheffield fees has led to a 100 per cent increase in Trafford a jump from 39p to £1 an hour, and in Wakefield a system where fees will vary from class to class, depending on numbers.

Already there are reports of a significant drop in demand since the introduction of the new scheme, combined with a higher minimum fee for class sizes, could well signal a fast diminishing range of subjects. Planned fuel economies are also reducing the number of buildings available and one indirect consequence of this is limited access to specialist equipment, severely affecting craft and technical courses.

Accommodation is one of the problems being faced by the Workers' Educational Association now that authorities are imposing charges and restricting use of premises. The WEA anticipates a cut of up to 50 per cent in its funding from local authorities.

What are regarded as priority groups will also suffer: concessionary arrangements operated by some authorities for pensioners and the unemployed are to be altered. Adult literacy, though recognized as a protected area, is not immune and the Adult Literacy Unit expects to be faced with demands for charges. Doncaster literacy schemes have had their classes cut by two thirds.

There are signs that opposition is having some effect. West Glamorgan had originally decided on the withdrawal of all classes until April, with the exception of one

Continued on next page

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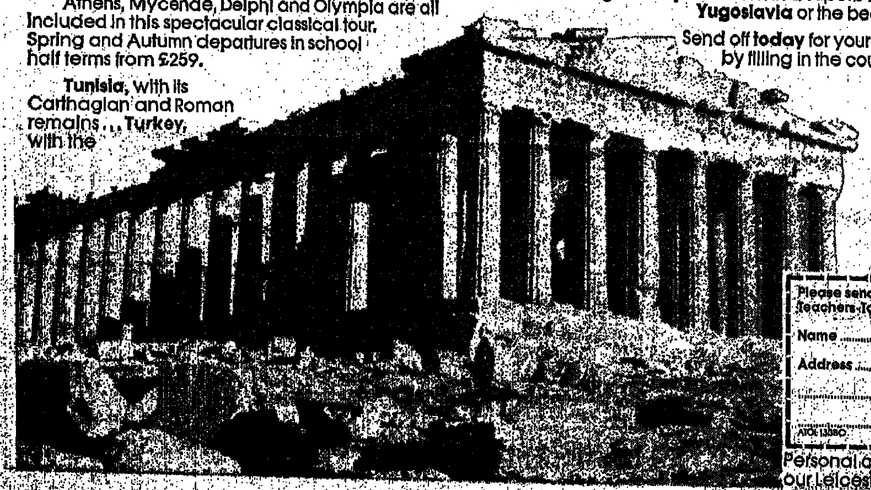

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NEWS

Jobs

Harder on women

Fewer teachers than ever are expected to leave work this year and the prospects of jobs for married women who left to have children and are ready to return are extremely poor.

Only 7 per cent of the 471,000 teachers in England and Wales are expected to retire, resign or seek other employment this year. This compares with 10 per cent in each of the first five years of this decade, and 9 per cent in 1976, the latest date for which accurate figures are available.

The Department of Education is predicting that about 60,000 will leave the service over the next two years while 40,000 will be produced from the training colleges and universities. That would mean 20,000 jobs for returners but Mr Mark Carlisle, the Education Secretary, is planning for a reduction of 18,000 teachers overall by 1980-81, so there will be only 2,000 new jobs available over the next two years.

This 3.7 per cent reduction is slightly out of line with the 4.7 per cent fall in pupil numbers, as account has been taken of the "unavoidable diseconomies" of cutting staff at the same rate as pupils decline. Schools have to protect their curricula and certain members of staff cannot be cut or have to be replaced if there is a retirement or resignation.

Mr Carlisle, when announcing the number of teachers, saw no need for major redundancies: there might be some but not on any great scale. Local authorities, which have to manage central Government's policies, are hoping for the same thing and are relying on natural wastage to cut out the need for redundancy.

At the moment, three authorities have published their redundancy plans as laid down by employment protection legislation. Avon wanted to axe 406; Humberside 185; and Trafford, 100.

Avon is going to make only four redundant because redeployment, premature retirement and natural wastage have taken care of the rest. Humberside will not make anyone redundent for the same reasons. Negotiations are taking place now in Trafford between the unions and the local authority.

Although, only, a handful, of teachers might be made redundant this year, the effects of the contraction will be felt by part-time staff. More and more local authorities are using short-term engagements to manage their employment problems.

Special education

Already the victims

Handicapped and deprived children are already the victims of hasty action by local authorities attempting to meet the Government's demand for economies.

Savings include wholesale closures of special units and children's homes and increased transport charges for taking mentally handicapped teenagers to adult training centres.

The Sutton, Merton and Wandsworth Area Health Authority is saving £75,000 by closing the Belmont Children's Unit for brain damaged and non-communicative children. The unit was founded 26 years ago by Dr Louis Minski, a psychiatrist, and is run by a team including a teacher, a speech therapist and a psychologist. It is funded by the regional health authority.

Bromley plans to save £60,000 by closing Gorse Children's Home which has eight of its 18 places filled. And 37 children in Eastry Children's Home near Deal in Kent have collected 5,000 signatures so far in an attempt to reverse the council's decision to close their home next July.

Many councils have not yet decided where the axe will fall. The National Society for Mentally Handicapped Children is hoping to take advantage of this. It is about to launch a campaign—"A Call for Compassion"—which will attempt to persuade those in authority not to cut services for the mentally retarded.

The society is monitoring the cuts through its regional branches. Mr James Ross, director for welfare and rights services, says it is difficult to calculate the effects. He fears the hidden ones: a home care teacher visiting a child once a fortnight instead of once a week, or failure to replace a welfare assistant in a school for the severely retarded. This could be disastrous, he believes.

Berkshire County Council has already frozen a vacant post for an occupational therapist. Her job was to provide aids for the severely handicapped so they could continue to live at home. Some may have to go into hospital unless neighbours and their family can help.

At least six young retarded people in Hampshire will lose the chance to train for a job in horticulture. Blendworth Country Centre, built by NSMHC at the cost of £80,000 in Horndean near Portsmouth, opened in September and still has no students because the council will not pay the students fees.

DES

Civil servants don't escape

There will be no escape from the cuts for the Department of Education and Science itself. Later this month the Cabinet will decide whether to go for a 10, 15 or 20 per cent reduction in staffing.

In a confidential submission to the Civil Service Department, the DES Establishment Department has presented a series of options for consideration by the cabinet later this month. They range from ways to improve efficiency to cuts which, the DES considers, will lead to political difficulties, including serious impairment of control over the education system. One option in the 20 per cent reduction plan includes not answering teachers' queries on pensions and cuts in work on teacher statistics. This could lead to real dangers of resentment and inefficiency, the DES says.

Ministers are, however, expected to go for the minimum 10 per cent or less reduction in the 2,097 DES staff. The options in this category include the loss of 13 jobs—staff working on boarding education, European schools, milk subsidies and statistics of handicapped; 32 jobs in controls of schools and universities buildings and FE equipment; 36 in finance and pensions and 59 in messengers, typing, library and publicity.

At the same time the Education Bill provides for 29 new jobs which may be filled by redeploying staff. The assisted places scheme is expected to need eight, while six will work on industrial schools and 15 on voluntary schools.

Nursery education

Less drastic than feared

All nursery schools and classes to be shut in Somerset, Gateshead, Newcastle, Surrey, Oxfordshire . . . these are the rumours that have been sweeping the nursery world.

Apart from Oxfordshire (page 5) the facts are less drastic. But there seems little doubt that the nursery expansion which began with Mrs Thatcher's 1972 White Paper will virtually stop at a time when only 18.4 per cent of all three and four year-olds have nursery places.

Several authorities have already announced that they are deferring present plans for nursery building. And many classes and schools that are ready to open will now be left unstaffed and unused.

The proportion of children in nursery schools and classes will improve slightly. The recent White Paper has kept an allocation for 2,000 new places in new nursery classes in primary schools. And as the child population drops, a higher proportion of children will have places.

But many European countries have nursery places for more than 50 per cent of three-year-olds and 80 to 90 per cent of four-year-olds—the targets set in the Plowden report.

Somerset has cut its nursery allocation from £68,000 to £23,000. It plans to save as much as possible on overheads, but it will still probably lose half its nursery places. Councillors drew back from total abolition when they realized the strain this might put on social services budgets.

Saving on overheads means shutting nursery schools and putting children into new nursery classes in primary schools. Oxfordshire education committee also decided on this tactic—but the county council overruled them and decided on total shutdown.

Nottinghamshire is keeping its nurseries open—but cutting right back on staffing ratios. It hopes to lose about 100 nursery nurse posts—mostly by redeployment, but letters warning about redundancies went out in September.

Ratios of adults to children will slide from 1:13 to 1:20. So a nursery unit with 60 children, which would previously have had two teachers and three nursery nurses, will in future have only one nursery nurse.

Only one authority so far seems to have significantly cut its playgroup grant. East Sussex has reduced grants for equipment and training expenses from £8,250 to £1,500.

Meals/transport

Still free for the needy

Contrary to warnings by the poverty lobby, the Government is committed to making sure that children of parents on Supplementary Benefit and Family Income Supplement will continue to be provided with free school milk and meals. But the latest Whitehall estimates suggest 400,000 fewer children will benefit from free milk and meals once the Education Bill is passed.

This emerged from the second reading of the second Education Bill when a Labour onslaught on the proposals to permit local authority discretion on the provision of milk and the charges for meals—and school transport—prompted a firm statement from Dr Rhodes Boyson.

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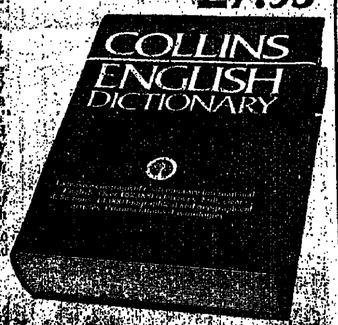

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NEWS

Continued from previous page

Rochdale is predicting savings of £116,000, Redbridge £48,000 in the next financial year.

Higher education

Cool breeze in academe

Applications from overseas students are 8 per cent down on last year. Applications to study theology are well up.

Are these UCCA statistics for 1980 signs of the chill wind advancing on the groves of academe?

The June budget reduced the universities' recurrent grant by £8m, student awards by £7m and medical school capital grants by £3m. Building programmes for polytechnics were cut by almost £1m and for universities by £400,000. Voluntary colleges and the Open University had grants reduced by £1m.

Dismay was caused when a cut of £1.5m in the Social Science Research Council budget resulted in the withdrawal of grants from 450 postgraduate students. And universities still do not know what their share will be of the £411m cut in educational spending announced for 1980-81 in this month's Expenditure White Paper.

In October came the announcement that from next year students from overseas will have to pay the full cost of their courses: in universities a minimum £2,000 for arts, £3,000 for sciences while potential doctors, dentists and vets will pay £5,000 a year. The fees in polytechnics will be about 10 per cent higher.

The University Grants Committee warned universities in Auguse to expect having to take 6 per cent fewer students next year. The developments have already led to some sword-sharpening on the other side of the binary line. Dr Patrick Nuttgens, director of Leeds polytechnic, suggested to the Headmasters' conference in September that some universities would artificially increase their intake this year in order to be left with correspondingly more students when the cuts start biting next year.

The universities still do not know how big their purse is for the current year. This is because the £174m allocated to them by the previous Government assumed a rate of inflation only about half of the current 17 per cent; and it assumed lecturers' salaries would only go up by about 5 per cent.

In fact in the pay talks the Association of University Teachers is currently having with universities an increase of 30 per cent is being sought. Yet until the universities know how big their "topping-up" grant is to be—usually given in April to compensate for unforeseen extra expenditure—they cannot negotiate in any meaningful way.

The view from Avon

Sandra Hempel on what the cuts mean for one council

A half-day strike by 4,000 NUT members and a protest rally in Bristol of trades unionists and parents this week expressed opposition to Avon's plans to slice an immediate £4m from its proposed £106m budget for this year.

The £4m saving represents a direct cut of £3,250,000, with another £250,000 to be saved by not allowing for inflation except for salaries and fuel. It comes against a background of education cuts in Avon dating back to 1973, of which the last was a £2m cut three years ago. The authority's policy of early retirement for teachers was taken up by 73 people last term and another 77 during the current term.

The latest economies will be felt throughout the education service, including primary and secondary schools and adult education. They affect staffing, capitation and ancillary subjects such as swimming and music. The critics say this represents an undermining of the whole basis of the education system in Avon. The authority says the cuts are the result of a detailed study to find every way savings can be made while still protecting the quality of education.

The measures taken so far include an across-the-board 10 per cent in capitation with no provision for inflation; the abolition of a planned reintroduction of provision for rising five-year-olds; the abolition of travel subsidies for over 16s; cuts in maintenance programmes and some services such as window cleaning; cuts in spending on school meals, largely through the introduction of cafeteria systems; increased charges for adult education from 22p to 30p an hour; cuts in swimming sessions and field study subsidies.

Much of the controversy, however, has centred on redundancies. The NUT originally predicted that many teachers would lose their jobs when the education committee announced it was cutting 406 out of a total of 7,800 by the end of the year. If the authority hoped that its recent announcement of only four redundancies—the rest coming through early retirement and redeployment—would take some of the heat out of the situation, it has been sorely mistaken.

NUT members are refusing to cover for missing colleagues and have announced that they will not cooperate in the proposed timetable changes following the job losses. The union is demanding an early meeting between its national officers and the education department under its director, Mr Geoffrey Crump. Mr Crump has agreed to the meeting but no date has yet been fixed.

A minor mystery surrounds the identity of the redundant four. The NUT representative says he has been unable to discover who they are, and the education department will not publish their names. They are believed to be teachers who, for reasons such as illness, are not engaged in classroom teaching, although they are officially listed and paid as teachers.

The job argument in Avon turns on the question of staff/pupil ratios. The education authority claims that, because of falling pupil enrolments, some schools were over-staffed. Its policy, it claims, amounts to no more than a strict adherence to long-standing staff/pupil ratios.

It is not an argument which finds favour with the NUT county division secretary, Mr John Pearce, who claims that the small number of redundancies and the falling enrolments argument is merely a smoke screen for serious and long-term damage to Avon's education system.

"The fact that only four teachers have been made redundant doesn't alter the fact that over 300 teaching jobs will be lost", Mr Pearce said. "Rolls have fallen in some schools, though by no means all, and we have been cooperating in some redeployment, but the authority obviously considered these jobs that are now threatened were necessary when it budgeted for them in the first place. Their claim that it will have no effect is simply not true."

What will happen, Mr Pearce believes, is that all the present provisions for pupils with special needs will go. The teachers needed to cope with smaller groups such as remedial classes, literacy programmes and sixth-form studies will no longer be available.

"The service will become stultified because there will be no flexibility. Teachers will do their bag because this is their nature. It is always possible to keep going, but it won't be at the level that they as professionals would wish or to which parents and pupils have become accustomed. We are in danger of degrading the service in the eyes of the children."

The claim that Avon is undermining its education service is strongly denied by Mr Crump. "We looked at the whole service and tried to find every possible area where cuts could be made while keeping the impact on education to the absolute minimum", Mr Crump said. "The jobs cuts are simply to fall in line with the drop in numbers of pupils. It won't affect the quality or the range of the education given. We shall, for example, continue to place emphasis on caring for the needs of remedial pupils."

The NUT view is that not only the decisions taken but also the speed of their implementation will mean a complete disruption of the academic year. Some heads are rewriting their timetables for the Easter term and this, many teachers believe, will have disastrous results, particularly for pupils in the middle of examination courses.

With the publication of the latest Government White Paper, the question of areas of additional savings arises. Mr Crump says it is far too early to anticipate the authority's plans for making the further cuts which will be demanded. That cannot be done, he says, until the exact nature of the legislation is known.

Some of Mr Crump's critics fear that his department will be only too ready to comply to the full with the spirit of government thinking over the question of milk, meal and transport charges. Already many parents are worried about a rumoured doubling of meal charges to 50p a day and although Avon does not have the remote regions of, say, Cornwall or parts of Scotland, many children are bussed to school. Although the average distance is about 2½ miles and the maximum about four, transport costs remain a cause for parental concern.

Mr John Tavener, a building worker, and his wife say they will keep their children at home rather than pay any transport charges the local authority might impose. Their eight year old daughter Mandy goes to Ubley Primary School 14 miles away, and they rely on school buses.

The Avon authority now plans to take the falling enrolments argument one stage further. It is now looking at closing down schools—mainly secondary schools close to towns.

Ubley Primary School: transport costs are a major cause of concern.

Rewriting the timetable at an 'overstaffed' school

Hartcliffe School is a large comprehensive in a working class area in central Bristol. It has 1,928 pupils and 112 staff. It has already lost six staff members since last year because of falling enrolments and now faces the possibility of losing another four.

Mr Robert Povey, an NUT representative, believes that these cuts will have serious repercussions on the school and the quality of education it offers. "The four teachers in question were given to us in the first place because Hartcliffe is a large school, on two separate sites and in a designated Education Priority Area", he said. "Now we are told we are over-staffed."

He thinks the cuts will result in the loss of 16 out of 25 remedial and literacy classes, and several sixth form classes as well. There is a sixth form with an average of 120 pupils, many of whom are doing O level retakes, which Mr Povey believes makes it vulnerable to any staff cuts. "Any class that only attracts a few pupils is at risk.", he said.

The headmaster at Hartcliffe has been asked to rewrite the school timetable, which Mr Povey and many of his colleagues say they will not help to implement. "It is a core curriculum", Mr Povey said. "Of course it's possible will reach the three Rs in classes of 40 pupils, but it is attacking the whole concept of mixed ability learning and of comprehensive schools."

In addition, Mr Povey says that the school is badly in need of maintenance work which will not be done. "Drains haven't been cleaned, broken windows aren't being replaced, the swimming pool is closed, and a library has been shut and its books nailed over with sheets of polythene."

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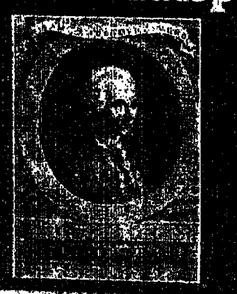

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Supply teachers become the first casualties

Jane is a supply teacher in an Avon school. She did not intend to be a supply teacher. She did not know she was one until just before she arrived at work on her job.

She replied to an advertisement when she left college last June. The job was on a short-term contract until Christmas, but she knew that teaching jobs were not easy to get and she thought the Avon post was a way of getting experience which would possibly help her to get a permanent job with the authority.

She was told at the interview that there was a small possibility that the contract would be extended and she took the job when it was offered.

"Then I learnt that my job might not be ratified by the education authority because of the cuts and that I should go on looking for a job," she said. "By the end of August I still hadn't found anything else and I got a letter saying I would only be taken on as a supply teacher. I wasn't aware of the implications until I arrived."

The implications to which Jane refers include the fact that supply teachers in Avon are not allowed to apply for contract jobs with the authority. The other drawbacks were that supply teachers are paid a month in arrears and so Jane had to exist for two months with no money, and she is on one day's notice.

"It comes as a shock to realize that you just don't exist in the eyes of the authority. I think I may be kept on until Christmas but I don't know what I am going to do after that. I don't want to uproot and move again when I have only just settled here. I have been putting it out of my mind, it is a bit like putting if you go into a class knowing that you could not be there tomorrow. I pretend that I am going to be there."

Jane says another teacher at the school is in the even more frustrating position of knowing that when she goes her job will be advertised and she will not be allowed to apply for it.

NEWS

Ragged-trousered Conservative

Bert Lodge talks to Rhodes Boyson one-time Labour councillor

What happened along the way to that chap Boyson? His young lad days all chip fat and cobbled streets and carrying his dad's tea to Emlit bilby-can swinging from his wrist. Boyson senior, union branch secretary and Haslingden's only Labour councillor, taking an eager sup, still in the bare feet favoured for children as long as the waste cotton spinners (none left now to unionize).

Sundays, young Rhodes despatched to chapel in best short-trousered suit, then back to a parlour warmed by a coal fire and glowing with red-banner talk.

Reminiscing now, 40 years on, a fierce affection for that knotty little mill town and its solitary socialist legislator floods through a voice as Lancashire as clogs. Rhodes Boyson ought to have been the potion trade's answer to Keir Hardie.

Instead, there he is in the toffs party. Nay, more, one of its darlings. Conservative MP for Brent North (Wembley, really) since 1974, junior minister for higher education since May, yet he used to be a Labour councillor. Why did he change?

"It's not us that's changed." (Who's us? George Brown? Reg Prentice? Paul Johnson?) "It's parties that have changed. I'm a great believer in self-help. I can't see any social justice in old-age pensioners paying rates that go to subsidize tenants of council houses where there are two or three wages coming in. Or a woman staying at home to make a meal for her child while her husband's single wage subsidizes other parents who are both working.

"Oh and another thing. I was disillusioned by the ineffectuality of the nationalized industries."

Self-help. Plenty of it about in the Boyson curriculum vitae. Got his MA while teaching full time, running a youth club and sitting on the council, all leading to his early first headship. But he needed a bit of help from his fish-frying aunt to get him over the first obstacle a bright lad from the working class faced in those days: a place in a grammar school. Young Rhodes failed the scholarship exam; Auntie offered to help with the fees.

It was money well spent. From the sixth form it was straight into the wartime navy (a petty officer at 19 he tells you with justifiable pride), demob from the East Indie Fleet in 1947 then Manchester University, politics, history and teacher training.

Now teaching is a topic on which he holds forthright views (and is entitled to have after over 20 years in the job). Actually, his views on anything are always forthright. He does not know how to be anything else. He refuses ever to be quoted anonymously.

Moreover, most doctors of whatever have this intellectual habit of backing away from anything that sounds like absolute truth by prefacing their remarks with "I should have thought . . . I should have said . . ." The conditional perfect used like that is a superfluous tense to Boyson. He comes in where it leaves off: "A good teacher can teach so. A poor teacher can't teach one.

"A young teacher should start off apprenticed to an experienced teacher for a year. Let them see a skilled performer operating just as a distinguished surgeon operates with his students round him. And pay that teacher at senior teacher rate. Not for being out of the classroom as they do now but for being in it."

This emphasis on the practical leads him to believe that college lecturers should be on five-year secondment contracts. "Five years in college then back in school." Nor is he a great champion of the principle of an all-graduate profession. "It's more important that they have two good A levels and English language and maths at O level when they come in. And I sometimes wonder whether it wouldn't be a bad idea for them to do a year in a school first for a taste of what they're committing themselves to."

The fashionable view of a few years ago that trainee teachers should mix with students of other disciplines never appealed to Boyson. So he favours the monotechnics "It's a good thing to bed down with people who are doing the job."

What then of the polytechnics? On his appointment in May the new minister freely admitted he had a lot to learn about them. But he is convinced they should have an applied product. "At present there are more students in them doing arts and sociology than we have in universities.

Let polys get back to being polys, he seems to be implying. Certainly in the first half of this decade they were enrolling more postgraduate students, more full-time and fewer part-time students and putting on more advanced and fewer non-advanced courses.

As for universities Boyson believes their role is to preserve the academic tradition. But neither they nor the polytechnics must expect to be realizers of the Robbins dream. "As I understand it, this never did imply what some people claim: that every would-be student should be able to gain a place on the course and in the institution of his or her choice.

"In any case what we have in this country is an automatic escalator going up to higher education and people are afraid of getting off it. There are people up at university who never wanted to be there. I'd like to see many little ladders to go up. Would he like to see students lent money instead of given it? "It's a long term consideration. Though remember Shirley Williams was looking into it."

Might not loans lead to fewer students living away from home? Would he Government welcome the resulting economies? Boyson hesitated as though he had not thought the matter worth a lot of previous thought. "Well, you could say, 'We'll give you a basic cost of living allowance and then if you want to live away it's up to you'."

"But you know the custom of students living away from home is based on the Oxford and Cambridge colleges tradition where you lived in and were taught in the evenings. Compare that with living in some dreary digs seven miles from the university."

"Glasgow has more students living at home than any other university in the country. That certainly hasn't lowered its reputation."

Dr Boyson cavilled when the new Education Bill was mentioned; particularly its effects on parents. "I believe in parents", he used to say years ago when still educating their children as head of Highbury Grove School, London. But he would not be drawn on whether it was his hand which had written these bits of the Bill.

"I'm delighted that there's now automatic recoupment if one authority accepts a child from another. That should cut down the squabbles. That clause is particularly good for the denominational schools which will not be subject to any limits on recruitment. I'm strongly for those schools because I believe every child should be brought up in the faith of his forebears.

"And I'm delighted that parents' preference is written into the Bill, with an appeals system to turn to and information that has to be provided to help parents choose.

"What we've done is to decentralize power. That's something that needs doing if society is to survive."

Is Dr Boyson still an advocate of corporal punishment? "If there are schools where the teachers decide they can get along without it, all well and good. And in schools where it is used—all right, so long as the parents are informed in advance. But what we don't want are instructions about it being handed down from high-ups."

Again he in mind the directions of Sir Ashley Striped Pants, issuing from within the cushioned leathers of County Hall?

His eyes twinkled faintly. Then he exclaimed: "I'm talking about those generals who give orders from 10 miles behind the line, Wairee!"

What a scourge of the officer class this vivid-tongued cluster could have been if only . . . if only . . . he had not accepted a combination of

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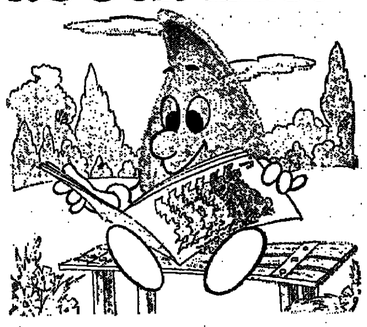

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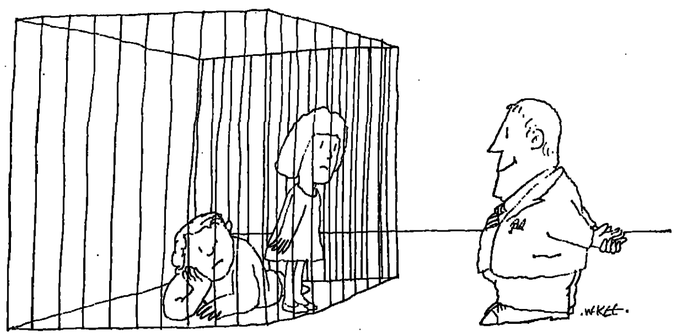


Framework for a common curriculum

Bob Doe Reports

The Government believes an agreed common "framework" must be created for the 5 to 16 school curriculum. Local education authorities, it says, do not know enough about what goes on in their schools, and are not doing enough to encourage good teaching practice.

The criticism is made in the preface to **Local Authority Arrangements for the School Curriculum**, the report of the DES survey of l.e.a. policy in England and Wales. The survey was carried out for the last government. Two-thirds of the 104 authorities replying to the questionnaire indicated they have no desire to control the curriculum in their schools. Only one in five authorities systematically collect details of the secondary curriculum, and most of these are interested only in fifth- and sixth-form work. Only one in 10 collect details of primary school work.

The loose phrasing of many questions in the survey and the different interpretations contained in the answers makes it difficult to draw firm conclusions. The word "policy" may *mean anything from the practice* agreed throughout an authority's schools to an attitude struck merely for the purposes of answering the questionnaire.

One in five authorities would not be drawn into listing "essential elements of the curriculum". More than half, however, expressed views akin to HM Inspectors' "essential areas of experience". A quarter listed individual school subjects.

A "national framework" of the core elements in the school curriculum is proposed in the Government's comments on the survey of local authority curriculum policies (circular 14/77) carried out for the last government.

The commentary says: "Not all authorities have a clear view of *the desirable structure of the* school curriculum, especially its core elements." After all the other curriculum reports and surveys of the past few years the time was ripe to draw the threads together to reach some measure of agreement.

"The Ministers concerned" believed they should seek to give a lead in the process of reaching a national consensus on a desirable framework for the curriculum and consider the development of such a framework a priority for the education service".

HM Inspectors have already been asked what they think should be included. Next year other interested bodies will be asked to comment on a draft version of the framework to be drawn up by the Department of Education and Science. After these consultations the DES expects to publish a revised version "for the guidance of local education authorities and schools which would be subject to periodic review".

This advisory document and another statement that the Government does not intend to change the existing statutory relationships between the various partners in the education service (central and local government, governors and teachers) suggest that at this stage at least the Government is not thinking of making the core curriculum compulsory. What it seems to have in mind is more in the nature of a "Manual of Guidance".

Nevertheless, says the commentary, Ministers do have a responsibility to "promote the education of people in England and Wales.

"This must involve an overall view of the content and quality of education seen from the standpoint of national policies and needs as well as the resources devoted to it. The Secretaries of State do not seek to determine in detail what the schools should teach or how it should be taught; but they have an inescapable duty to satisfy themselves that the work of the schools matches national needs. This task cannot be undertaken from the centre alone. The Government must bring together the partners in the education service and the interests of the community at large; and with them seek an agreed view of the school curriculum which would take account of the range of local needs and allow for local developments, drawing upon the varied skills and experience which all those concerned with the service can contribute."

The commentary draws no firm conclusions about what ought to be in the common curriculum. It notes the initiatives of some authorities in certain key areas of it, but says the surveys carried out by HM Inspectors and others suggest more needs to be done in English, maths, modern languages, science, religious education and preparation for working life.

"The Secretaries of State would like to see improvement in a number of respects:

English. There is a continuing need to extend good practice, and to give more help towards literacy to meet the requirements of the adult world.

Mathematics. Many authorities are already producing guidelines for their schools but continued emphasis is needed on developing the mathematical skills suited to the needs of school leavers at or entering employment. There is some indication of a need for more cooperation among schools and between schools and colleges.

Modern Language. There is a need for clear policies on the provision of modern languages in primary schools and recently established schools. Such policies must take account of the availability of teachers. The dominant position of French gives rise to concern about the position of other modern languages. Decisions about what topics in which children should start and finish modern language courses, and about the languages available, are often made at school level. The Secretaries of State believe that there should be more local coordination in the light of broad criteria in which words should be primarily not of a cultural and protect the position of less commonly taught modern languages.

Science. Authorities have indicated their concern to tackle the deficiencies in primary science identified by the survey of "Primary Education in England". This problem and the replies from authorities on secondary science, viewed in the light of known weaknesses of provision for the age range 13-16 suggest that further guidance is necessary on science options in secondary schools, on the relationship between school science and industrial processes and on the co-ordination of planning for science education for the 5-19 age group between schools and further education.

Religious Education. Authorities' positions in respect of reviews of their agreed syllabuses vary widely. All authorities are required by law to have an agreed syllabus, and it is desirable for it to be reviewed from time to time.

Preparation for working life. The Secretaries of State believe that all authorities should regard the setting up of adequate liaison arrangements between schools and industry as a major educational responsibility. They commend three particular matters to authorities for further action: careers education, work experience and understanding the national importance of industry.

"It remains a matter for concern that the importance of careers work in schools, including links with the careers service, is still often unrecognized; that the potentialities of work experience on a wider scale have not been sufficiently explored and that many pupils are not being taught how industry creates national wealth and the ways in which we depend upon industry for our standards of living.

"A separate report is to be published in Welsh on the question of Welsh language.

Drawing up the document will be a complex task, the commentary admits. "Such a framework will need to relate to the broad shape of the whole curriculum for the various stages of school education, and be capable of flexibility in accordance with changing perceptions over time of individual and social needs. It would give central government a firmer basis for the development of national policies and the deployment of resources; and provide a check-list for authorities and schools in formulating and reviewing their curricular aims and policies in the light of local needs and circumstances, and for teachers in exercising their professional skills and extending the interests of their pupils. Conceived in this way, an agreed framework could offer a significant step forward in the quest for improvement in the consistency and quality of school education across the country."

The report is clearly nudging local authorities into a more active role in curriculum planning. "The Education Acts lay the responsibility of providing efficient and sufficient primary and secondary education to meet the needs of their areas firmly on local education authorities. As with central Government, this implies a concern by authorities with the content and quality of education as well as with the facilities which they provide.

"This does not mean that authorities should seek a detailed control of school activity in their areas; but, it does impose on them a responsibility to formulate curricular policies and objectives which meet national policies and objectives and command local assent.

"To fulfil their responsibilities effectively, within any nationally agreed framework authorities must exercise leadership and interpret national policies and objectives in the light of local needs and circumstances. Moreover, local authorities are concerned with policies for the level and distribution of resources, including staff, buildings, equipment and materials, which interact upon curriculum and standards of achievement. They are also in a position to foster cooperation and complementary provision among their schools, and between schools and further education colleges. It is therefore essential that they should be aware of, and take account of, the implications of their decisions on such matters for the curricula offered in their schools and colleges."

"The Secretaries of State believe that the formulation of local policies, and decisions concerning their implementation, would be improved if local authorities were better informed about the curricular practices and aims of their schools *and the extent to which the schools* are successful in achieving these aims."

A nationally agreed framework would enable local authorities to plan better for staffing and in-service training, assessment of performance of individual schools, resources, educational records, cooperation between schools and further education, and cooperation between schools and industry.

"Many authorities need to increase their knowledge of what goes on in their schools, in order to improve their capability to develop and implement more effective approaches to staffing, curriculum development, assessment and the distribution of resources, all of which should be closely related to their curricular policies and the aims of the schools. Where improvements are needed in these respects it is for authorities themselves to decide how to make them."

Continued on next page

Control is left to schools, replies show

Local authorities do not want control the details of the sch curriculum. That much is cl from replies to the DES questi naire to local education authori (circular 14/77), though the rep warns against placing too mu weight on all its 200 pages of fi ings.

The open-ended nature of ma of the questions and differe interpretations given to the wo "policy" make hard and fast c clusions difficult. Because authority did not see fit to m tion some particular policy activity did not mean they we not interested in them. Equally, they did mention them, it did n necessarily signify that any speci priority was attached to them. was difficult to distinguish betwe what were genuine local author initiatives and what were j descriptions of local practice.

Only Kingston upon Thames the 105 local authorities England and Wales refused answer the Labour Governme questionnaire which covered aspects of local curriculum arran ments.

Coordination of School Curricul

Asked about procedures for car ing out the curricular respon bilities assigned to local authori under the 1944 Education Act, authorities stressed that they d not seek to control the detail curriculum of each school. This largely left to the school.

According to the report, "authority's function is comm seen as being mainly to prov broad guidance and support schools, in a variety of ways, particularly through its advis service's activities and in-serv training programmes. Most auth ties do not have systematic arra ments for regularly collecting monitoring curricular informat from their schools, relying mai on occasional enquiries ab specific topics and on infor sources of information such as day-to-day contacts of advisers head teachers' reports to governi bodies."

Authorities were also asked ab the systematic collection of infor tion about the curriculum in the schools. "One-fifth of authori reported that they made a sy matic annual collection of infor tion on at least some aspects of curriculum and organization of t schools in their areas. The natu and scope of this information vari greatly, but it often included i related to the amount of t devoted to particular subjects, staffing involved, the composit and level of teaching groups the levels to which subjects w taught. Information was normal collected by means of questionnai sent to each head teacher.

"In contrast just one-tenth authorities described a regular collection of detailed curricular in mation from even a proportion their primary schools, although few were attempting to devise so able techniques based, for instan on the average number of wee sessions spent on each major fiel or on checklists covering 'buildi curriculum and organization', the teachers' reports to the governi body were also said to be inform tive in this respect."

On a specific question relating the steps taken to ensure schoo complied with the Sex Discrimin tion Act, half said they had sent specific written advice, a quar mentioned informal guidance fr advisers, and a few mentioned in service training or specific arrang ments to monitor the effects of Act.

Balance and Breadth

The question condemned by the NUT as "interventionist" asked authorities what they thought the essential elements of the curriculum should be. One fifth declined to offer a list of essentials, often explaining that they had no policy

NEWS

From previous page

and that it was for schools to decide. Others supplied detailed lists, though the degree to which they reflected or influenced current practice varied considerably. Some admitted they had made no such statement to their schools.

Just over half couched these essentials in terms of "*areas of experience*" which could be approached through various subjects. One in 10 agreed with the checklist of areas of experience in the HMI redbook, *Curriculum 11 to 16.*

Just over a quarter listed school subjects regarded as essential. "Of those listing subjects which they considered ought to be included in the curriculum of primary schools, all referred to language and number, and all but one to religious education; over two-thirds referred to science and/or environmental studies; almost two-thirds to physical education; over half to aesthetic and/or craft subjects; and a quarter to health education."

Many more subjects were mentioned as essential for the secondary curriculum. "Of the authorities giving this form of response, over nine tenths referred to English and mathematics; about four fifths to each of science, religious education, and physical education; and two fifths and one seventh of these authorities respectively drew separate attention to the areas of careers education and health education. While a substantial number also identified history, geography, music, art and technical and craft subjects separately, others adopted a variety of more general labels covering these and other areas, such as humanities and social studies, or practical and creative subjects."

One question asked for information on subject areas not usually identified in school timetables; moral education, health education, careers education and social education. "Moral education is generally seen as part of the 'hidden curriculum' in schools, often linked with religious education; health education as an integral part of the school curriculum in many forms (developed in cooperation with the area health authority); and careers education as a common requirement which all schools are encouraged to provide (in close association with the careers service). On the other hand, social education is much less clearly defined, and generally appears to be left very largely to school and community initiatives without direct policy guidance from the authority."

One authority in five had made no attempt to coordinate sixth forms to ensure availability of minority A-levels or sensible A-level teaching groups. Three fifths had some arrangements for this, though often only on a small scale, and two authorities in five were reviewing their sixth-form arrangements.

Answers to questions on ethnic minority groups "demonstrate that the importance of promoting racial understanding is widely acknowledged, and that this is furthered through the whole curriculum, in-service training, staffing policies and community involvement. There is widespread perception of the need to make special provision for children whose mother tongue is not English, and authorities with a significant ethnic minority population have developed a variety of approaches to this issue, including special centres, peripatetic teachers, additional staffing and in-service training".

Particular subject areas

English: Only a minority of authorities had asked schools to formulate language policies in line with the recommendations of the Bullock report. A wide range of other measures had been taken, however, to promote English language in the light of that report. The most common were in-service training, study groups, and guidelines for teachers.

Mathematics: Most authorities had no formal policy on whether all pupils should study maths up to the age of 16, though most said the subject was rarely dropped. Most had established liaison groups with local employers to increase understanding about the mathematical skills needed in adult life though few took active steps to let schools know what industry required.

Modern languages: Primary French was supported in some schools in half of all l.e.a.s. One third actively discouraged it and a small minority had no policy. Where there was none, shortage of suitable teachers was usually the reason.

Half the replies said almost all secondary pupils studied a modern language though two fifths had no formal policy. French was overwhelmingly the first foreign language. Authorities blamed this partly on tradition and partly on teacher shortages. One third of all authorities have made no attempt to coordinate sixth form language teaching.

In Wales, the majority of pupils were offered Welsh for all or part of their secondary education, limiting the number of foreign languages offered.

Science: Few authorities required primary schools to teach science, though half said they encouraged it. Almost half encouraged the continuation of science of some kind in secondary schools up to the age of 16. Otherwise it was generally compulsory for the first three years and optional after that. A "substantial minority" took no steps to coordinate science in sixth forms and further education colleges.

Religious Education: Many authorities had no systematic arrangements for periodical review of the syllabus. Those that did relied on working parties or standing advisory bodies.

Transition between schools: Most authorities relied on ad hoc contacts between teachers in different schools to ensure smooth transition from primary to secondary schools. One-third mentioned curriculum guidelines to promote common approaches. Others emphasized the role of advisers, though few advisers with specific responsibility for this sort of continuity existed.

Most authorities required the transfer of school records, though *detailed practices varied, particularly in relation to the amount of* information transmitted.

School records: Nine-tenths of all authorities required primary schools to keep some sort of record card, most in a standardized form. Four-fifths require records from secondary schools, though only half stipulated any standard form.

An analysis of the forms used indicates that most provide for an appraisal of literacy and numeracy, for records of test and exam results, for assessments of behaviour and personality.

Three out of five cards sought information on family background such as parental occupation, parental attitude to school, or number of siblings. In half the authorities parents had access to these records, either automatically or at the head's discretion.

Preparation for working life

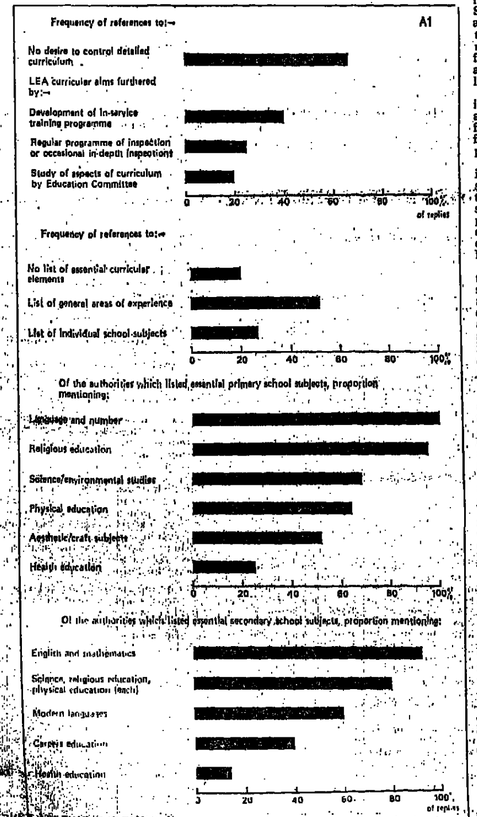
Asked what steps they had taken to help schools promote an understanding of contemporary economic, social and political life and of the roles of industry, commerce and trade unions, three-fifths of all authorities said this was dealt with in traditional subjects in the secondary curriculum. A quarter encouraged general studies courses with these objectives in mind.

On careers education, one-third advised schools to provide it in the third, fourth and fifth years of secondary school. One-third recommended secondary schools to appoint careers teachers, but few gave guidance on his role or status and fewer still designated an adviser with responsibility for careers education.

Most authorities left schools to make their own arrangements about work experience. Less than half gave any written guidance. There was some evidence of expansion in schemes to enable teachers to get some experience of industry. The majority of authorities mentioned such schemes otherwise there appeared to be little systematic liaison between schools and firms.

The great majority of l.e.a.s encouraged link courses between schools and further education colleges, though usually the arrangements were left up to schools and colleges with no attempt at coordination. A similar picture emerges for the 16 to 19 age group: only a minority of authorities mentioned formal or informal cooperation, though this is an area widely under review.

Local Authority Arrangements for the Curriculum—Report on the Circular 14/77 Review (HMSO £4.25 net).



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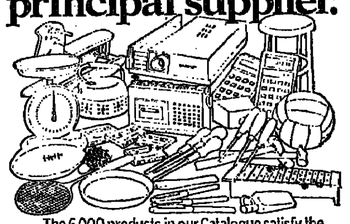

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School to work

Summit on £150m cuts policy

by Mark Jackson

The Manpower Commissioners meet in Sheffield at the end of the month to take their most important decision since they approved the Youth Opportunities Programme two years ago. They have to decide whether to trim back the programme—in size or quality—for the coming year to help meet the £150m cut in the commission's overall planned spending ordered by the Government.

Ministers and the commission's top officials have pledged to protect the political core of the programme —a guarantee that everyone failing to find a job by the Easter after leaving school will be offered a place in one of the programme's projects or courses.

This undertaking was met last year—the first full year of operation—and will easily be met this year.

But the undertaking does not cover those who become unemployed after a spell of work, nor provide for those who cannot get a job after completing one project and need to go on to a second opportunity.

In the first year of the programme they made up nearly a third of the participants, and the proportion is likely to turn out higher this year. Mr Geoffrey Holland, head of the commission's special programmes, said this week that he was still planning to handle up to 230,000 next year.

He claimed the quality of what was offered had not suffered from the 25 per cent cut in the budget imposed by the Government in June. Savings had been achieved by "housekeeping economies" and at its peak this year the programme had held 110,000 youngsters.

With only 90,000 places filled at the end of last month, the programme clearly has a useful margin of capacity at the moment.

But many of those outside the commission who help the programme—such as youth bodies, local authority services and colleges —fear that the programme will continue to fall a long way short of its original concept so as to keep costs down in practice.

Geoffrey Holland . . . cuts have not affected quality of programme

YOP was originally planned, and is still supposed to be, a carefully balanced programme offering a wide range of projects and courses which can be matched to the differing needs of youngsters. But so far work experience with employers has bulked much larger than was promised.

It costs the commission less than half the weekly expense of a place in most of the other kinds of project or course; and most of the youngsters on employer-based work experience spend less than 25 weeks in the programme, compared with the 29 to 35 weeks average stay for those in projects run by local authorities or voluntary organizations.

What worries some of the outside observers, particularly, is that the programme appears to have undue spent heavily on its first full year —with 162,000 opportunities provided for around £63m. Since the planned expenditure to deal with 230,000 was set at £168m, it looks to them as if the commission is running the programme at not much more than half its estimated costs.

The MSC claims that the calculation is misleading because the full cost of those who entered the programme late in the year's figures. But it was learned this week that the first six months of this year's programme has cost £45m. The special programmes division has quietly transferred £14m of YOP money to the oversubscribed STEP programme for the over 19s.

It remains to be seen whether Mr Holland and his colleagues have been able to persuade the commission—and the Employment Secretary's departmental advisors—to let them go on building up the quality of the programme by trying to raise the number of places in the more expensive kind of schemes, in particular the training workshops.

These are especially needed for the more disadvantaged and handicapped youngsters, although Mr Holland reports that an increasing number of employers are prepared to accept them for work experience.

At present 23 per cent of the 90,000 participants in the programme get some kind of off-the-job training or education, usually in life skills. Overall, this is nearly twice as high as the proportion last year, but it still applies to only 12 per cent of these on work experience with employers.

Any real squeeze on YOP spending is likely to slow the growth both of off-the-job training, and of the monitoring of work experience schemes which the commission promised to ensure that youngsters are not exploited as cheap labour.

Cheap labour from YOP, claim farm workers

Widespread exploitation of the Youth Opportunities Programme by farmers is alleged by the National Union of Agricultural Workers. It is threatening to call in the TUC if the Manpower Services Commission does not end the alleged abuse of the scheme.

The union claims that small farmers, in particular, are using youngsters supplied to them for work experience instead of taking on normal paid labour or apprentices. It says that farmers are so eager to get YOP youngsters that there are now more than 7,000 places on farms on offer—only just over half of which are filled.

The number of places on offer is the equivalent of three years' intake of apprentices to the industry.

Miss Ann Hook, the union's education officer, said that for the past 18 months the union had been trying to get the commission to agree to some effective form of consultation over applications by farmers for YOP youngsters.

Another meeting with senior officials was due to take place this month, but if no satisfactory solution was reached, the union would have to ask the TUC's general council to take up the matter.

Mr Geoffrey Holland, director of MSC Special Programmes, said that the commission took the union's complaint very seriously, and hoped to be able to work out an effective approach with them.

He said: "It is our practice to consult the unions locally where their members' interests appear to be involved, but one problem is that on many of the farms concerned the National Union of Agricultural Workers had no members."

But Miss Hook later claimed that it was untrue to imply that the commission had consulted the union wherever it had members on the farm concerned. Among the schemes they have accepted without consultation is one "on a Lincolnshire farm where one of our executive members is employed".

Mr John Cassels, the commission's director, has now become directly involved in the handling of the problem.

Threat to youth programmes

Most authorities are planning to make further heavy cuts for the coming year in their spending on youth. Some councils are slashing the youth service budget by 15 per cent.

The National Youth Bureau, which has just surveyed the spending plans of three-quarters of the country's education authorities on behalf of the youth service associations, reports that the average reduction over this year's budget works out at 4.6 per cent, with wide differences between individual councils.

In general, it says, the big city councils are cutting back less than the counties, even at the lower end of the range, around 8 per cent, are likely to have a disproportionate effect in some areas, particularly in some of the shires, where youth service budgets have been trimmed much more heavily in the past three years than most other council expenditure. The NYB survey says that there has been an overall 17 per cent reduction in youth service staffing since 1976.

Most of the cuts so far here have been in part-time staff employed by the authorities and in the freezing of full-time appointments. But the bureau warns that as the level of cuts now being planned, many authorities are likely to cut back their support for the voluntary sector, and youth clubs will have to be open for shorter periods or close altogether.

Grants ignored

Less than £750,000 of the £2.5m set aside by the Manpower Services Commission to finance capital expenditure this year by colleges providing services to the Youth Opportunities Programme has been taken up.

The money is intended to enable colleges to extend their facilities so that they can offer courses in life skills or workshop training to YOP youngsters. But many colleges are showing little or no interest in operating courses, despite a scale of fees which seems to offer them some prospect of profit.

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OVERSEAS NEWS

United States

Carter makes surprise choice to head new Department

from Clive Cookson

WASHINGTON

Years of debate on the place of education in the United States Government reached a climax this autumn when Congress passed legislation setting up a Cabinet-level Department of Education. Then, after a month's speculation about possible candidates to head the new department, President Carter surprised almost everyone by nominating Shirley Hufstedler to be the United State's first Secretary of Education.

Mrs Hufstedler, a 54-year-old judge on the Federal Appeals Court in Los Angeles, was an unexpected choice because her entire career has been devoted to the law. Her reputation as one of the most brilliant jurists in the United States ensured that her name came up frequently as a good candidate for the Supreme Court when one of the nine justices retires, but no one had thought of her as a possible member of the Carter Cabinet.

Education spokesmen generally reacted with pleasure to her nomination, emphasizing her high intellectual calibre and the interest she has shown in education in her private life—Mrs Hufstedler is a trustee of the California Institute of Technology, Occidental College and the University of Southern California Law Center. Her lack of experience in government and in educational administration could be a positive advantage, they say.

President Carter certainly sees it that way. He said Mrs Hufstedler had "one of the best minds in the country. I wanted a strong, creative thinker who could take a fresh look at the way we educate our children. In Judge Shirley Hufstedler we have found that person."

Mrs Hufstedler herself issued a rather bland statement, saying: "I expect to spend a great deal of time as Secretary of Education listening to parents, teachers, students and other people who care about education in this nation. The first concern of this country in education must be helping all students to learn."

The department that Mrs Hufstedler will take over—if the Senate confirms her nomination as expected—is much the same as the education division of the present Department of Health, Education and Welfare (HEW). Only minor education programmes from outside HEW are being transferred to the new department; the most significant of these are the Defense Department's schools for overseas dependents, which employ more than 10,000 teachers at an annual cost of $354m. The Department of Education's total budget will be $14.2b a year, of which about half will be spent on elementary and secondary education.

Shirley Hufstedler, nominated to be first Education Secretary, with President Carter. "One of the best minds in the country," the President says.

Many education-related activities will remain in other government departments. For example, the Interior Department keeps control of its Indian schools, the Agriculture Department retains responsibility for school lunches, and the pre-school Head Start programme stays with HEW (which will be renamed the Department of Health and Human Services after the departure of the education division). The Carter Administration decided not to propose the inclusion of these in the education Department because they are all associated with special interest groups that would have lobbied hard to keep them where they are.

Even without the opposition of these groups, the Act to set up the Education Department only squeezed past the House of Representatives by 215 votes to 201. President Carter had to throw the full weight of his Administration's lobbying machine to get the Act through—his commitment to give education its own place in his Cabinet dates back to the 1976 election campaign, when it won him the early support of the National Education Association (NEA), the biggest teacher union.

The strength of the opposition reflected a widespread belief that, although having a Department of Education would not make much difference in the short run, its long-term effect would be to shift control over American education from the districts and states, where it constitutionally belongs, to Washington.

Though the legislation safeguards local and state control, many politicians and some educators fear the department will eventually become a "centralized, European-style Ministry of Education"—a body that terrifies American educationists.

Most of the doubters are in higher education, with the notable exception of the American Federation of Teachers, the NEA's smaller rival teacher union. People and organizations in elementary and secondary education generally support the separate department. They expect education's increased "visibility" to prove highly beneficial in financial and political terms.

However Shirley Hufstedler is unlikely to be Secretary of Education long enough to notice these long-term perils or benefits. Before accepting the job she got a commitment from President Carter that it would not preclude her from consideration for any future vacancy on the Supreme Court, although a White House spokesman denied that she had been promised first consideration for such a vacancy. At least one Supreme Court Justice, William Brennan, is expected to retire before next summer.

EEC

Danish objections force second cancellation of Community summit

from Rory Watson

BRUSSELS

For the second year in succession the scheduled meeting of education ministers from the nine European Community countries has been cancelled. Objections to the November 6 session came from the Danish Government, which in the throes of a general election maintained its entrenched position that education has nothing to do with the European Community and that therefore the Community should take no action in this area.

Community officials were well aware of the Danes' view, but are nevertheless extremely annoyed at the postponement of what is, at most, a once a year meeting of education ministers from EEC governments. The elections undoubtedly had some bearing on the Danish Government's behaviour since it does not pay to be too Community-minded in Denmark at the moment. But more importantly, with Danish politicians using all their time and energy to court their electorate, there was little chance of reaching a political compromise over the holding of the council.

The question of whether education is, or is not, within the ambit of the activities of the European Community is not a new one. Some areas, notably those touching on youth unemployment, are undoubtedly covered by the Treaty of Rome. In order to get round this doctrinal argument, it was agreed back in 1976 that education ministers would meet under the cumbersome heading of the Council of Ministers and Education Ministers Meeting in Council. Thus it would be possible to legislate on areas of obvious EEC significance, in the Council of Ministers, and to discuss other educational subjects, without any attempt to legislate, as Education Ministers Meeting in Council.

This has worked in the past, and Commission officials now point out that the Danes' attitude means that they have gone back on a formula that has been the basis of work over the last three years.

EEC Education Commissioner, Guido Brunner, will be visiting Copenhagen in the near future to sound out the new government's thinking in this area. There is also a strong hope that the education council can be held during the first six months of next year, when the Italians will be chairing EEC meetings.

One of the subjects which was to have been approved by the education ministers and which will now be formally adopted without discussion by another of the EEC Council of Ministers, was a resolution on the transition of young people from school to working life. Closely linked with the fight against unemployment, there are no political objections to the proposal that the series of pilot projects, due to end in 1980, should be extended for another year.

A second item, which it was hoped would be of special interest to the Danes, was a resolution on equal education and training opportunities for girls. This called on national authorities to examine ways and means of ensuring that equality of the sexes becomes a more explicit and integral part of all aspects of education policy.

The third proposal was a communication on the access to higher educational establishments for students from another member state. First put forward in September, 1978, this sets out to improve and harmonize criteria currently in force.

The final two items were a three-year programme on the teaching of foreign languages in the Community, and a communication on the study of Europe and the Community in schools.

Many of these items were on the agenda for the meeting of EEC education ministers scheduled for November last year. This was similarly cancelled after the French challenged the legality of funding full-scale educational action within the Community. They proposed that the education programme be authorized under Article 235 of the Treaty of Rome, which gives the Commission power to take action in virtually any field not already covered by the Treaty. The Danes promptly declared that the use of that article would be a breach of their national constitution and the meeting was called off.

EEC Education Commissioner Guido Brunner: taking soundings in Denmark.

Commission proposes multi-million dollar reforms to reverse trend

Language decline 'threatens national security'

from Clive Cookson

WASHINGTON

The state of language studies has deteriorated so badly over the past 15 years that "American's scandalous incompetence in foreign languages" now threatens the United States' national security and economic viability, a presidential commission warned last week.

After describing in dramatic terms the country's ignorance of foreign languages and culture, the report of the President's Commission on Foreign Languages and International Studies went on to propose an ambitious package of more than 130 recommendations to reverse the trend.

The whole lot would cost the federal government $180m in the first year, the most expensive single recommendation is to spend $50 [illegible] "incentive grants" would range from $20 a year per pupil for primary schools to $40 a year per undergraduate language student.

Today only 15 per cent of secondary school students study a language compared to 34 per cent in 1966, and in public high schools only one pupil in 20 takes French, German or Russian beyond the second year (four years is the general minimum "useable linguistic competence, the report says). Only eight per cent of American colleges and universities require a language for admission, down from 34 per cent in 1965. The commission does not know whether schools stopped teaching languages because colleges dropped their admissions requirements, or vice versa, but it recommends the re-establishment of compulsory languages in schools and colleges.

President Carter's chief domestic affairs adviser, Stuart Eizenstat, welcomed the report (entitled *Strength through wisdom*). But, although he promised it would not "stay on the shelf", he refused to say which of the recommendations will be implemented by the Administration. He said the proposal for capitation grants will be given "serious consideration" for inclusion in next year's budget.

Some of the other major recommendations by the commission include:

- A network of 125-155 new international studies centres should be set up across the United States for advanced training and research. They would be the basis of the huge effort to train or retrain language teachers that will be needed to revalorgate languages and international studies in the schools.
- About 1,735 fellowships in international studies should be awarded to postgraduate students, post-doctoral researchers and teachers. They would be tenable in the United States or abroad.
- Twenty language and international studies high schools should be developed with federal funds in the major urban centres. They would act as magnet schools and "serve as models nationally, offering intensive foreign language and cultural studies". Eventually the United States should have 60 schools.
- The Government should fund the establishment of "comprehensive statewide international studies programmes" in six states. These programmes, going right through elementary and secondary schools, would be models for similar efforts in other states.
- International educational exchanges should be expanded greatly at all levels. Schoolchildren and their teachers, university students and researchers, should have many more opportunities to work and study abroad. And more foreigners should be offered a chance to study in America.

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OVERSEAS NEWS

West Germany

Hamburg upgrades comprehensives

by David Dungworth

The city state of Hamburg has decided to follow the lead of West Berlin and make its comprehensive schools a normal form of secondary education, alongside existing secondary modern, intermediate and grammar schools.

The decision was taken in response to a ruling by the city's Higher Administrative Court which had blocked the introduction of mixed-ability classes at a Hamburg grammar school. The court also questioned the legality of the city government's conduct in setting up 13 new comprehensive schools at the beginning of the present school year in addition to the eight already in existence.

Under Hamburg's Schools Act of 1977 the comprehensives had only the status of experimental schools. By changing this law and upgrading them the SPD (Social Democrat) city authorities have removed them from the jurisdiction of the administrative courts. In future complaints by parents will have to be brought before the constitutional courts.

Hamburg's action has implications for comprehensive education throughout the Federal Republic.

The CDU-CSU (Christian Democrat and Christian Socialist) opposition parties maintain that the decision was taken unilaterally in spite of an understanding that such changes would be made only with the approval of all the minister-presidents of the federal states.

They fear that other SPD *Länder* may now follow suit. North Rhine Westphalia's Minister of Education, Herr Jürgen Girgensohn, has hinted that he might resign if comprehensives are not made the normal form of secondary school in his state in the near future. And in Hesse which has almost as many comprehensives as the remaining *Länder* put together SPD pressure to upgrade them has been thwarted only by its FDP (Free Democrat) coalition partners who fear that such a move would prove unpopular with the electorate.

The decision to reclassify Hamburg's comprehensive schools coincided with a meeting of the Conference of *Länder* Education Ministers in the city at which the main item on the agenda was to have been a discussion on the comparability of secondary school qualifications. However, this was felt by Christian Democrat ministers to be a deliberate provocation and has seriously jeopardized attempts to formulate a common policy for the future development of secondary education.

In June the Federation-State Committee for Educational Planning agreed in principle to an extension of the 1973 *Bildungsgesamtplan* (Overall Education Development Plan) which would determine the pattern of secondary schools throughout West Germany until 1990. It was intended that a detailed scheme should be worked out and approved by all the *Länder* before the end of the year. Now, however, the CDU-CSU states have made further progress on this issue dependent on a prior agreement on the relative standards of secondary school qualifications. Recent independent studies of levels of performance in basic subjects like mathematics, German and English have shown them to be lower in the comprehensives than in the traditional separate secondary schools.

The present interstate treaty on the comparability of school leaving certificates runs out in 1981. Bavaria and Baden Württemberg in particular are threatening to refuse to recognize qualifications awarded by comprehensive schools in the SPD states after that date.

Republic of Ireland

Ex-priests' sacking was lawful

from John Walshe
DUBLIN

Two ex-priests have lost their appeal in the Supreme Court against their dismissal from teaching posts at St. Patrick's College, Maynooth.

An earlier High Court ruling that one of them, Dr P. J. McGrath, a former professor of general metaphysics, had been invalidly dismissed, was overturned. Damages of £9,966 previously awarded to him were set aside. Mr. Malachy O'Rourke, a former lecturer in modern languages, lost his appeal against the High Court finding that he had been lawfully dismissed from his post.

St Patrick's is the national seminary for the training of priests. It also has the status of a Pontifical university and is a recognised college of the National University of Ireland.

It has 1,600 students, about a third of them clerical students, and is run by a board of trustees made up of Catholic Bishops.

Dr McGrath had been charged by the Bishop Trustees of publishing writings prejudicial to ecclesiastical authority and failing to wear clerical dress. Mr O'Rourke had been accused of failing to resign from the college after leaving the priesthood, and not residing on the campus.

The two men were dismissed from their posts in May 1977. Their sacking was followed by a one-day strike supported by the majority, but by no means all, of the college staff, and the case went to the High Court last year.

The Supreme Court ruling was based on whether relevant statutes of the college had been properly applied; whether these were validly made under statutory powers; whether they were constitutional and whether they had been properly operated.

The court held that the men had been validly dismissed. It also held that where a domestic tribunal, such as the trustees, were given discretion to decide whether specified grounds of dismissal existed, a court would not interfere with that discretion unless it was shown it was not exercised honestly and reasonably.

"Academic freedom in any institution is necessarily qualified and curtailed by the rules and regulations which apply," said the Chief Justice, Mr T. F. O'Higgins. "It may be that the time has come, or has long since passed, when the rules or statutes of Maynooth should be modified or changed, but until this is done, the statutes, as they stand, prescribe the conditions upon which the express assent, office holders in Maynooth hold their office."

The Supreme Court judgment disappointed the Irish Federation of University Teachers, the trade union to which both men belong.

The union is seeking a meeting with the Education Minister, Mr John Wilson. The state provides much of the finances of Maynooth and the union wants to ensure that there serve under similar conditions of service as staff at other university institutions.

St. Patrick's College, Maynooth: time its rules were modified?

The Netherlands

Under-12s to benefit from increased budget

from John Richardson
THE HAGUE

The education budget of the Dutch Ministry of Education and Science has been increased by 7 per cent to 21.9b guilders (£5b). Inflation in the country is running at about 4 to 5 per cent.

This sum, roughly a quarter of the entire Dutch budget, does not represent total Dutch spending on education. The Ministry of Internal Affairs subsidises local authority funds by about two million guilders (£500,000), most of which is spent on infant and junior schooling. A further 700,000 guilders comes from other ministries, of which the largest contributor is the Ministry of Agriculture, responsible for specialised colleges.

The report also noted that teacher morale and productivity suffered during the Amin regime as real incomes dropped and teachers were forced to take extra work outside school to pay for the inflated price of goods.

Teacher salaries are still low. The Government has promised to review all public service pay in the near future and to bring salaries in line with prices. But many feel that with inflation still running at more than 200 per cent a year this is going to prove an impossible promise to keep.

One bright spot in the picture of overall school neglect during the eight years was an increase in the number of children at primary school from 46 per cent of the relevant population in 1970 to 58 per cent in 1977.

The main problem facing the new Education Minister is inevitably a shortage of money. The country is suffering from a chronic shortage of foreign exchange for in spite of being potentially one of the richest countries in Africa every aspect of the economy was run down over the past eight years. Coffee and minerals are the only commodities bringing in badly needed foreign exchange, and this has to be spent on essential items like petrol, sugar, salt, flour and soap.

A few million shillings' worth of donations (1m shillings is worth £70,000) came in this summer from friendly countries and international aid organizations. Included in this were items like blankets, paper, pencils, mattresses and basins for schools which were trying to get under way quickly with examinations looming at the end of October. With the help of these donations, exam classes in about 95 per cent of the schools were functioning by the end of June.

The Education Minister was allowed 3.2m shillings in foreign exchange by the Bank of Uganda just before the October examinations to purchase essential materials like paper, chemicals, test tubes, pens and rubbers. "We even had to pay for money for clocks as they were almost all looted from schools, as were the teachers' watches, and it is impossible to run an exam if nobody knows what the time is", said Mrs Bitamazire.

Now she needs 30m shillings to prepare for the January term. Like other ministers who are all fighting to rehabilitate their sections of Ugandan life, Mrs Bitamazire hopes that more substantial amounts of money will soon start to pour into the country from international donors. If this comes soon she is confident she can put the Ugandan school system back on its feet within two years. However, every one of the 23 Ugandan cabinet ministers has a colossal list of priority needs and the small amount of foreign aid received so far has been thinly spread. Education exports in Uganda, a country which in the past had one of the finest education records in Africa, fear that two years is just too optimistic an estimate for restoring these high standards.

Next week: the rebuilding of Makerere University.

OVERSEAS NEWS

Australia

'Unfair' exam scales put under review

from Bill Purvis
SYDNEY

One hundred and thirty thousand Australian pupils are now in the middle of the Higher School Certificate, their final school examination, and one which will determine the immediate future of most of them.

But marking procedures, and the value of the HSC as a matriculation exam, are currently in dispute.

All Australian states use the HSC as a matriculation exam for their universities.

In New South Wales allegations have been made that in the past the HSC marking scale has penalized students taking certain subjects and favoured those taking subjects with a higher rating under the system.

It has been described as a vain attempt to equalize things that are not equal: the quality of teachers, pupils' ability and the subject matter of diverse examination papers such as physics and English.

Fuel was added to the fire recently when a senior assistant examiner in English, Professor H. L. Rogers, resigned in protest at the anomalies the scaling system had produced in 1978.

The Board of Senior School Studies is continuing to try to make the complex scaling system more intelligible to the layman. It has also appointed two experts to conduct an independent review of the HSC examination procedure. Dr John Keeves, director of the Australian Council for Educational Research, and Dr George Parkyn, former professor of comparative education at London University, are studying this year's HSC and their report may influence the 1980 examination.

Meanwhile the value of the HSC as at matriculation examination is also in dispute. In Victoria, the reliance on a pupil's HSC score as the sole determinant for university entry has been blamed for the high rate of first-year drop-outs.

South Africa

Unions told defence comes first

from Martin Feinstein
JOHANNESBURG

The South African Government has yielded to pressure from teacher unions and reluctantly announced a package of modest service benefits for 1980.

At a recent meeting between the Federal Council of Teachers' Associations, representing 55,000 white teachers, the Prime Minister, Mr P. W. Botha and the Minister of Finance, Senator Owen Horwood, Mr Botha said that teachers' salaries would be reviewed next April. Future reviews would be on a par with the public service. Until now, teachers have been excluded from public service pay increases even though they are state employees.

The meeting took place against a tense background. Teachers were angry with the Government's snail-pace attempts to meet the promise of higher salaries made in 1977 by the then Minister of National Education, Dr Piet Koornhof.

In return, teachers agreed to accept a small adjustment as an interim measure—but when public service salaries were raised by 10 per cent in April this year, teachers were excluded.

Although Mr Botha's concessions were the best news teachers have had this year, they hold no hard promises. The Prime Minister stressed that teachers should not "entertain excessive expectations". Their demands came only after those of national security.

About 30,000 black teachers in the Bantu areas will also benefit from any salary increases, although black teachers are paid less than white teachers.

Once lack of space was the main problem. In the wake of the lootings it became one of many.

After Amin

No pencils, paper, books or chairs,
and no foreign exchange with which to buy them.
Christabel King in Kampala looks at
the painful reconstruction of Uganda's schools.

Uganda has recently celebrated the first anniversary of the day Tanzanian soldiers set foot on their red and fertile soil in a campaign which culminated in the overthrow of dictator Idi Amin. But teachers like Doreen Drake, headmistress of Mary Hill Girls School at Mbarara in southern Uganda, had little to celebrate.

Her secondary school was on the road taken by the Tanzanian Liberation Army and the few Ugandan exiles, as they fought their way to the capital, Kampala. Mortar shelling of the town fortunately missed the school but with the Tanzanian takeover came the looting.

"Within hours there was nothing left at all in the school. They even took all my copies of *The National Geographic Magazine* which I'd collected over the years for projects," said Doreen Drake, who has taught in Uganda for more than 20 years.

Teachers' houses nearby the school were also ripped bare just leaving piles of dirty rubbish. "We're having to start totally from scratch. Pencils, paper, books, chairs and cooking equipment has all gone and is almost impossible to replace," she said.

Similar stories are told by teachers at about 200 schools in Uganda. The new Minister of Education in the Uganda National Liberation Front Government, and the only female minister, Mrs Gerard Bitamazire, has estimated that 65 of the 103 secondary schools in the country were badly looted or partially destroyed during the liberation war which ended in May. A smaller proportion of primary schools, only 130 of the 3,000 in Uganda, were badly looted or damaged during this period.

Mrs Bitamazire, a 38-year-old former teacher and education officer, who has five children of her own all under eight, has the daunting task not only of restoring these schools but also of rehabilitating the whole school system from the effects of the Idi Amin regime. Like all other Ugandan institutions, the schools suffered during these eight years from declining budgets, lack of maintenance and general neglect.

A member of the present interim parliament in Uganda, the National Consultative Council, recently told members that attending school during the Amin regime was regarded as a form of "subversive activity". A large number of teachers were forced to flee the country leaving at least 120 vacancies at present in secondary schools for science and maths teachers. The Asian exodus in 1972 aggravated the situation further as many of the Asian teachers who left were science and maths specialists. However, at least 50 Ugandans have returned from exile to school teaching positions and the Education Minister is hopeful that another 250 Ugandan teachers will return when their contracts in other countries come to an end.

A report on the country's education system by Commonwealth experts and academics led by Professor Dudley Sussex of Sussex University, published this summer, said that the quality of science and maths secondary education suffered during this period.

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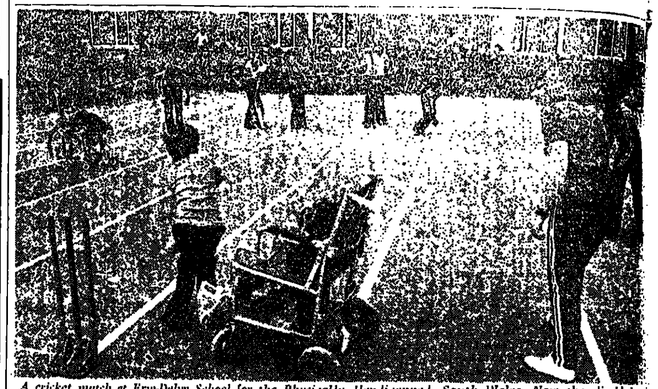

A cricket match at Erw-Delyn School for the Physically Handicapped, South Wales. Now the disabled can compete for Five Star awards.

Esso puts Five Star in its tank

by Stanley Levenson

The highly-successful Five Star award scheme in athletics has a new backer—Esso have taken over the sponsorship relinquished by Walls, who were in at the start more than a decade ago.

The oil giant announced last week a £60,000 fund, initially for two years, beginning in 1980 which is the centenary year of the Amateur Athletic Association, administrators of the scheme. For the first time, handicapped children are to take part in the award scheme.

Much of the sponsorship money will be used to pay for stationery involved in administration. Badges are paid for by the boys and girls who reach the required level of proficiency. Badge sales are an important source of income for the AAA, and more particularly its area associations.

Squire Yarrow, the president of the AAA, stresses an important role of the five-star scheme: trying to bridge the gap between school and club. Failure to cross this rather unsubstantial bridge accounts for the huge number of boys and girls who, over the years, have failed to continue with any regular form of sport.

Now many five-star badge winners are getting letters from current members of the international team encouraging them to join clubs after leaving school. Indeed almost every member of the British team must have a five-star badge somewhere in his or her kit.

Mr Hector Munro, the minister responsible for sport, also stressed the value of the scheme, and similar ones in other sports, in helping "the translation of children from school to club".

The scheme, begun modestly with about 17,000 children in southern England in 1968, now involves at least 1,000,000 every year on a national basis. Altogether some 6,000,000 badges have been won in various grades.

To qualify for a badge a boy or girl competes against a standard compiled by Mr David Coulling, a teacher at Castle Donington High School, Derby. This has to be in a minimum of three events (two track and one field or vice versa). For example, in the younger age group a 50 metre run in 9 seconds earns 20 points and a standing long jump of 1.80m is worth 40 points.

All this is an extension of Esso's involvement in schools athletics. The company also sponsors schools football, Rugby Union and swimming.

Careers head gets top soccer job

Mr Arthur Rice, head of careers at Elensby High School for Boys at Heswell, Wirrall, is to become the new general secretary of the English School's Football Association as from January 1, 1980.

Mr Rice has been associated with schools football for 25 years, mostly in the Wirrall-Cheshire area; for the next few weeks he will still be secretary of the Wirrall Schools FA.

Although his main preoccupation has been with football Mr Rice also has an association with schools cricket.

Now he arranges the level of his activities and the scene—he is busy house hunting in the Stafford area where the ESFA has its headquarters. It will take him away from one of his children who is at Liverpool Polytechnic but will bring him closer to the other at Leicester University.

Mr Rice will be only the fifth incumbent since the association was formed in 1904, the first two putting in 53 years between them. He succeeds Mr Glyn Evans, secretary from 1966 whose ill health forced him to retire during this past summer.

Under Mr Evans, the ESFA grew in strength, cemented relations with the senior football authorities and attracted many sponsors to support the game.

And the latest to underwrite schools football are Denture, the chewing gum people. They are to back the ESFA under-19 championship for the next three years, during which they will also sponsor the schools international played at Wembley every June.

As Kevin Keegan, the England international now playing for Hamburg, has a promotional tie-up with Denture it is hoped that he will be guest of honour at next summer's Wembley match between England and Scotland.

Hotel group opens doors for winter coaching

One of Britain's main hotel groups is using its spare winter capacity to arrange coaching courses for boys and girls in the 13 to 15 year age group. Grand Metropolitan Hotels have initiated this scheme which gives youngsters a package deal for a series of courses during the lean hotel months of January and February.

This winter's schemes include netball, Rugby Union, football, hockey, cricket and tennis.

Grand Met arrange with British Rail so that there is a package deal for the children including fare and two nights in a London hotel. The tariff shows that for a pupil coming from Northumberland the total cost will be £31.56, from Central Scotland £33.05 which pro rata is a better bargain than a participant from nearby Essex, £24.86.

The venture began last year with teach-ins on football, cricket, athletics, hockey, tennis and Rugby Union. International competitors Geoff Capes, Sue Reeves and Mike Stewart were involved in the athletics teach-in, Ron Greenwood and Trevor Brooking in the football course.

Although Grand Met are promoting an additional service for schools sport, they are not being entirely altruistic. Mr Geoff Pharoah, manager of National Sports Teach-Ins says that Grand Met have 19 hotels in central London with many empty rooms in the winter. "Empty hotels are no good to us", he says, adding that the charges for the coaching courses just cover the costs.

It is worth it, too, for British Rail whose business is slower in this period, he said.

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Schools Council

Year of the cast-outs?

John Holt, the widely read American writer on children, attacks the UN Declaration of the Rights of the Child, arguing that 'it makes the rich countries' ideal of segregated and tended childhood into a world ideal'

The chief problem facing young people now—aside from the one we all have, which is that we live in societies that increasingly do not work, make no sense, and seem to be headed towards disasters which we have no idea how to avert—is that they have been cast out of society.

For most of human history, and in most cultures, children grew up in the midst of the adult world, seeing every part of it, and playing a useful role in it as fast as their growing strength and competence would allow. In modern rich countries, and in the rich parts of poor countries, this is no longer true. Children are shut out of adult life, forbidden to play any useful part in adult society.

For much of their waking hours they are herded off into child compounds, where the only adults they see are those who have made a speciality and life work of dealing with children. This would be bad, even if such work attracted the most able, energetic and imaginative adults in society. Since the people it attracts are for the most part very far from being that, the situation is catastrophic.

The people and institutions whose full-time work is supposedly to "help" children turn out, more often than not, to be patronizing, exploiting, and bullying them. Young people are likely to spend much of the rest of their waking hours in what we call peer-groups, which is to say, gangs of people about their own age. Since this sub-culture has no useful work to do, and is cut off from any of the serious concerns and purposes of adult life, it becomes a sub-culture obsessed with consumption, status, show—like a society of decadent aristocrats.

It tends to produce young people who, with very few exceptions, must be unique in history in their sense of their own—and by extension, everyone else's—worthlessness. These young people are both a great (and needless) tragedy, and a great danger, since they are perfect raw material for any kind of violent, nihilist, neo-Fascist movements.

The UN Declaration of the Rights of the Child does not address this problem at all. Indeed, it only makes it worse, since it makes the rich countries' ideal of segregated and tended childhood into a world ideal. It speaks of the right "to learn to be a useful member of society, etc". Why not the right to *be* a useful member of society, which, as I have said, is in more and more parts of the world specifically forbidden to children by law.

'The people and institutions whose full-time work is supposedly to help children, turn out, more often than not, to be patronizing, exploiting and bullying them'

Why do young people have to spend 10 or 15 or 20 years of their lives—by implication, in school—"learning" to be useful members of society, when until very recently most children began to be useful as early as the age of six? The answer, of course, is that in all but a few countries, rich or poor, adult unemployment is a serious and apparently insoluble problem. That is the reality behind all this pious and sentimental talk. The UN might do better to talk about the need for societies in which the right to choose to do useful work would not be denied persons of any age, however young or old.

The UN Declaration of the Rights of the Child (why not "of Children"?) seems to me foolish and misleading for another reason, that it mixes together things which governments can do, or at any rate do something about, with things that governments can do nothing about at all. The rights to "free education, adequate nutrition and medical care, a name and nationality, to special care, etc" are meaningful in that they make more or less clear what governments are obliged to do—build enough schools for everyone, distribute food to the poor, etc.

But what are governments supposed to do about "the right to affection, love, and understanding"? What could they do? As the old saying goes, *nemo dat quod non habet*—no one can give what he has not got. Governments have money, or can get it, and so can presumably provide what money can buy. But how could a government provide affection, love, etc. to a child who did not have it?

When a government says that I have the right to life, it is not saying that it can guarantee my life, but only that it will take some kind of action, usually rather severe, against anyone who takes or tries to take my life away. Is the UN declaration saying that anyone who does not give affection, love, etc. to a child should be considered guilty of a crime and punished?

Of course not; it would be absurd, for love and affection cannot be compelled. Then what does the statement in the declaration mean? It means nothing—or at most, only (in the words of the song) "Wouldn't it be loverly if every child had . . .". Well, I think it is a mistake to mix such pious statements of distant hope with what are presumably statements about political and legal obligation.

Bill Sanderson

In my book, *Escape from Childhood*, I proposed that the rights, privileges, duties and responsibilities of adult citizens be made *available* to any young persons, of whatever age, who wanted to make use of them. These rights would include:

(1) The right to equal treatment at the hands of the law, i e, in any situation, to be treated no *worse* than an adult would be.

(2) The right to vote, and to take full part in political affairs.

(3) The right to be legally responsible for one's own life and acts.

(4) The right to work, for money.

(5) The right to privacy.

(6) The right to financial independence and responsibility, i e the right to own, buy and sell property, to borrow money, establish credit, sign contracts, etc.

(7) The right to direct and manage one's own education.

(8) The right to travel, to live away from home, to choose or make one's own home.

(9) The right to receive from the state whatever minimum income it may guarantee to adult citizens.

(10) The right to make and enter into, on a basis of mutual consent, quasi-familial relationships outside one's immediate family, i e the right to seek and choose guardians other than one's own parents and to be legally dependent on them.

'The Declaration seems to me foolish and misleading, in that it mixes pious statements of distant hope with statements about political and legal obligations'

(11) The right to do, in general, what any adult may legally do.

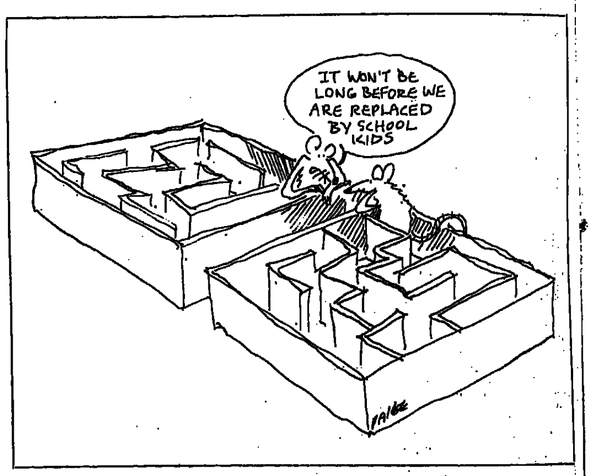
Now, one might say that to give, or even propose to give, any of these rights to children is mistaken, unwise, foolish. One might also say, and with good reason, that it is likely to be a very long time before any societies do in fact give any of these rights to children. But at any rate, the meaning of these rights is *clear*, and it is equally clear what any government would have to do to put any of them into effect—for the most part, strike out laws that say that people below a certain age may not do these things.

What I propose, however unwise or unlikely, is a perfectly explicit political and legal *programme*, about which people can say either, Yes we should do such things, or No we should not. The UN declaration, or at least, important parts of it, is not such a programme. It would be a stronger and more useful statement, and more likely to lead to effective action, if it were.

John Holt is the author of Why Children Fail *and other books on education and children.*

Testing, one, two, three

Testing is likely to make the headlines again shortly, when the APU publishes its maths results. Here three researchers describe the American experience, and some of the questions it has raised



Uses and abuses

Michael Garet

Several controversial higher court decisions in the past few years have hinged on the role of educational tests in professional school admissions practices and minority hiring policies.

Scores on the college entrance exams have undergone an apparent decline over the past decade, as have scores on some other widely used tests of achievement and academic ability, and reasons for this decline remain unclear. In an attempt to bolster educational standards, some thirty states have recently begun to institute so-called "minimum competency" tests, which students must pass to receive a high-school diploma.

At the same time, several important educational organizations have called for a moratorium on standardized testing in the schools. Various critics have begun to question the diagnostic tests used to identify children with special educational needs. And other critics have called for the development of wholly new tests, based on novel approaches to test construction.

The debate has raised a fairly troubling question: What role should tests play in social and educational policy and practice? What should be expected from tests, when they are used? And what ought to be taken into account, in distinguishing appropriate and inappropriate uses of testing?

Unfortunately, most of the professional literature on testing (at least until recently) has focused on the technical issues underlying test construction and the statistical analysis of test scores. Much less has been written on the role of testing in educational and social policy. As a result, there are few, if any, widely accepted standards to be used in judging the merit of current testing practices.

In general terms, educational testing is a highly structured form of observation. An educational test is supposed to be a carefully-designed procedure for observing some aspect of student performance (or school or classroom performance). Clearly, there are many ways of observing student performance in addition to testing.

Teachers can watch as students attempt to complete exercises or listen as students talk to one another. Parents can observe as their children engage in work and play around the home. Employers can watch performance on the job or during interviews. What testing is supposed to add is a degree of structure.

While ordinary, day-to-day observation may focus on a wide-ranging set of activities, tests are purposefully designed to limit what is observed to what is (for some reason) thought to be the central feature of the situation. Furthermore, tests are supposed to reduce the idiosyncratic nature of ordinary observation. Different observers, using the same test, are supposed to see the same thing.

Thinking about educational testing in this way suggests a number of issues and distinctions that are frequently overlooked in discussions about the uses of testing.

The fact that tests focus attention on some aspects of students' (or classroom or school) performance and ignore others has an important consequence. By focusing attention, tests not only provide information about student performance. They also express a set of assumptions about what aspects of student (or classroom) performance are worth observing. One ought to be able to tell a good deal about a school's educational philosophy by looking at the tests that are used there or are required for admission.

Consequently, debates about tests are also debates about the purposes and methods of education. Tests contain conceptions of the structure of subject-matter areas. They embody notions of what it is to "do maths" or "do social studies". Thus, tests reflect important educational choices and values. They help to maintain the culture of a school, by encouraging teachers to focus on certain conceptions of curriculum, and discouraging alternative conceptions.

There are three broad kinds of observations tests are called on to make. First, tests are sometimes supposed to provide immediate feedback on student progress, so teaching methods and materials can be adjusted appropriately. Second, tests are sometimes employed as the basis for occasional reports to parents, school boards, and government agencies, as a way of promoting accountability.

Finally, tests are sometimes used to provide information on whether a student has mastered a body of knowledge or skills (for purposes of awarding a diploma or license), or to provide information on how well a student will do in the future (for purposes of selecting applicants for jobs, colleges, and professional schools).

As one moves from the role of tests in instruction, to their role in reporting, to their role in selection and licensing, several changes occur in the role testing is expected to play. In instruction, tests are supposed to provide fairly frequent, somewhat informal data to support teacher judgment. For purposes of reporting, tests are supposed to provide more formal data, at less frequent intervals.

For purposes of selection and licensing, a student typically takes a test only once or twice, his or her score is used as part of a rather formal decision-making process, and the action taken as a result of the test is of the "all-or-nothing" variety. (Either the applicant is admitted, or not.)

The sort of observations that serve well for the immediate feedback purposes of instruction may not serve well at all for the final judgments that are made as part of admission and licensing decisions. Consider the things you might monitor about your home, as part of the process of maintaining it and making routine improvements; and compare this with the things you would want to observe about various homes if you were in the process of selecting one to buy.

If you have owned a home for a while, you have built up a store of intimate knowledge about it. In maintaining it, you are likely to focus your day-to-day observations on detailed aspects of specific problems (a leaky roof, for example). If you are interested in buying a home, on the other hand, you lack a store of knowledge on each of the homes you might purchase.

As a result, you would probably rely on fairly rough observations of some broadly defined descriptive features of the homes available (such as quality of construction, type of neighbourhood, and so forth). One can imagine a similar distinction in educational testing, between the detailed, problem-focused observations helpful in instruction, and the broad, descriptive observations required in making selection decisions.

One critical area of observation is the performance of individual students, and it is quite sensible that testing has focused on individuals. But it also makes sense to observe other characteristics of the schools. For example: What are classrooms like? How do students and teachers spend the day? (In small groups? In question-and-answer periods? Working alone? Working with materials? Gazing out of the window?)

Similarly, what goes on in schools? Do teachers discuss educational problems with each other? Is the principal (or head) primarily concerned with instruction or with managing the school building? What is the mathematics curriculum?

Structured observation of classrooms and schools could be at least as important as the testing of individual children, in helping parents to make intelligent choices about schools, and teachers improve their instructional techniques. Many important educational issues, after all, concern the proper organization and climate of classrooms and schools, in addition to the progress of individual children.

These ideas do not offer immediate answers to questions about testing and public policy, but they do suggest some important distinctions that are often neglected in the debate. Three ideas stand out.

First, in evaluating a programme of testing it is important to consider not only the information the tests provide about those who take them, but also the ways in which the tests focus the attention of teachers and students. Do the tests promote desirable conceptions of curriculum and the nature of education?

Second, when thinking about a testing programme it is essential to know whether it is supposed to provide continuous, problem-focused feedback or support final judgments. Are the tests designed to provide detailed information to guide complex interventions, or broad, descriptive information for yes-no decisions?

Finally, when planning a testing programme it is necessary to think about whether the focus of the effort ought to be the performance of students, classrooms, or schools. Should the emphasis be placed on assessing individual children, or improving school climate and organization?

Attention to distinctions such as these is critical in any effort to determine the adequacy of current testing practices.

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Damaging secrecy

Edwin Taylor

In a suburb of Boston, Massachusetts, a parent is told that his daughter has performed poorly on a standardized test of English, and therefore will be placed in a "special learning" class. He requests that a copy of the test with his daughter's answers be put into her school file so that he can examine them.

The request is denied, first by the school principal, next by the superintendent of schools, and then by the elected school board legally responsible for the local school system. The parent forces the school board to grant his request by threatening to sue them under the Massachusetts Freedom of Information Act. Finally, he and his daughter look at the test together.

Her difficulty is not with the test but with the separated answer form. For example, with a red pencil she easily corrects errors of punctuation and capitalization in a sample paragraph, but makes mistakes in coding the corrections and transferring them to the answer sheet. For her, the original test was not a test of English, but of clerical skill.

Three students in a graduate school of education take a national standardized test for elementary school principals. They are horrified by many of the questions, which they think are ambiguous, poorly phrased, implicitly racist, and inappropriate in content for certification of elementary school principals. The students write an article about this test for a national magazine, quoting 12 test questions from a copy obtained for them by the editor of the magazine.

Before publication they send the article to the company that developed the test. The company threatens to sue the editor if the article is published, since, they say, he violated an agreement of secrecy entered into when the test was sent to him. The article is not published.

These are only two examples of the consequences of test secrecy. In the first case it took the threat of legal action to discover that a test had been used to misdiagnose the difficulty a student was having. In the second case it was impossible to have an informed public discussion of a national test used to select and promote elementary school principals.

Standardized tests, those given to large numbers of people, are major instruments of public policy. They influence decisions about who is promoted from grade to grade, who is put into special classes, who is admitted to colleges and universities, who enters law schools and medical schools, and who is selected for various administrative positions.

These instruments of public policy are not available for public examination and discussion. Critics, experts and research workers cannot analyze and criticize them in publications with a view to improving them and their uses. Parents and administrators and taxpayers cannot have public discussions of the coverage and balance of the tests, or their effectiveness in examining what is taught in the curriculum.

Testmakers do release some examples of test items, most of them in descriptive leaflets that introduce the tests to those who will take them. These sample questions are not enough; they carry insufficient information for public discussion about coverage and balance of the tests, and about the extent to which they reflect public priorities, established curricula and intellectually sensible topics.

Testmakers who demand secrecy are really admitting that they do not understand deeply the intellectual domains in which they are testing. If an intellectual skill and the subskills which compose it are well understood, then it is ordinarily possible to compose a large number of equivalent test questions that examine the same subskills.

For example, in the measurement of length using a ruler, an important subskill is that of measuring an object longer than the ruler by repeatedly "laying off" the ruler along the object. For a ruler of given length, one can choose objects with a large variety of lengths whose measurement will examine this subskill.

Making public any one of these items should not in any way reduce the effectiveness of an alternative test of the same subskill. On the contrary, revealing the item will direct attention to the importance of this subskill. If, as a result, teachers teach their students how to carry out this particular task, so much the better; education has been improved in the process.

Many people have argued about whether or not existing standardized tests are ethnically and culturally biased against minority groups. As is the case with many criticisms of tests, an informed discussion of bias cannot even take place without a detailed examination of the tests themselves: their structure and balance as well as possibly objectionable individual questions that will not be revealed unless entire tests are made public.

With secret tests, the only evidence available is "statistical": comparing average scores for different groups. Such statistical studies are frightfully ambiguous, particularly when divorced from specific knowledge of the tests. In any event, statistics can be gathered only retrospectively, after the damage has been done if the tests are indeed biased.

Some testmakers invite as consultants representatives of different ethnic groups to examine and approve their tests. This practice is paternalistic and objectionable: it creates a conflict of interest (Who pays the piper?), prevents other members of these groups from participating in detailed discussion, and usurps the right of a group to decide who will represent it.

We all have important stakes in the results of the tests our society administers. Some of us are directly involved: students, parents, teachers, school administrators, testmakers, and the public bodies that directly supervise schools. Other interested parties look on with more or less political power: public administrators, legislators, academics, critics, columnists, and interested citizens and taxpayers.

Secrecy of tests erects unnecessary walls that hinder the many-sided interchange among all these interested parties. Secrecy aggravates inequalities that already exist, for instance between administrator and student, or between testmaker and critic.

In our society test results are taken to be indicators of success and worth for individuals and school systems. That is what makes the secrecy of these tests so uniquely perverse and damaging. Since that secrecy is also unnecessary, its elimination should have a high priority in public discussion and public policy.

Freedom of information acts and other legislative remedies are steps forward, although few parents, for example, have the knowledge, determination, or resources to invoke such laws. It may be that test secrecy will finally be eliminated only after major court cases result in substantial damages being paid to some of those who now suffer their injuries in silence.

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What is measurable?

Judah Schwartz

Teachers need to know as much as they can learn about children's strengths and weaknesses in each subject taught in their classrooms. Were this the only purpose for standardized tests we would have no need of such instruments, because they service this purpose poorly, if at all.

By and large we do not administer standardized tests to schoolchildren in order to provide information to teachers, but rather to answer a variety of accountability questions. We seek ways to hold children accountable for learning, teachers accountable for teaching, and school systems accountable for planning and carrying out educational programmes. Overwhelmingly the instruments we use to address all of these purposes are standardized norm-referenced tests of the performance of individual children.

We administer these tests to assess children's school achievement in school subjects that can be broadly characterized as either "tapestry" or "vehicle" subjects. Language and mathematics are the vehicle subjects of our schools; science, literature, art, social sciences, history, and music are among the tapestry subjects.

It is true that for most people the vehicle subjects have no intrinsic content. Reading, writing, speaking, and listening all refer to people or places or things. Mathematics is present in the schools because it provides us with the tools of analysis to model complex situations that have quantitative aspects to them.

Our notions of competence, and our expectations of achievement, are rather different in the vehicle and the tapestry subjects, and so they should be. In the vehicle subjects, it is possible to imagine that careful analysis and extensive public discussion could lead to a consensus about the nature of the knowledge and skill we wish children to develop.

In contrast, the tapestry subjects are characterized by the extraordinary diversity of their content. In science, for example, it is conceivable that we might all agree with C. P. Snow that every educated person should understand the nuance and implication of the second law of thermodynamics. However, beyond that some might hold the Krebs cycle to be non-negotiable content, while others, the theory of plate tectonics.

In history, we might all agree that all children in the United States should understand the social and political origins of the American Revolution. Some of us would place great emphasis on the cultural history of the American people and their diverse origins. Others would argue that all children should have a thorough grounding in American economic history. How do we devise reasonable assessment procedures, given the legitimacy of different views and our commitment to diversity?

There are things we would like to demand of all children. We would like them all to understand the concept of multiplication, and be able to recognize the appropriateness of multiplication as an analytic action in contexts the call for it. We would like all children to be able to generate and comprehend both oral and written descriptive prose with facility.

On the other hand, there are things that we are not willing to demand of all children, but of some of them. We hope that some children graduating from our high schools will be admitted to prestige universities. School programmes ought to be good enough so that some children become enthusiastic musicians, some others enthusiastic mathematicians, some others enthusiastic scientists, and still others enthusiastic craftsmen.

Further, there are goals that we all strive for that cannot be required of any one person or, for that matter, of any group of people. We all want our fifth grade chorus to be the best in the state. We all want the brilliant girl in the senior class to win the mathematics competition in the city. Striving for competitive superiority also provides goals, and we must decide how much we care about such goals.

There has been a temptation to associate in a rather simplistic way the notion of vehicle subjects with the goals that we have for all children. To be sure, we wish all children to be nimble with the vehicle subjects. That aspiration has led some people to conclude, in a time of increasingly limited resources, that the attention of the schools ought to be narrowed to the vehicle subjects, and that our assessment policies reflect that emphasis. This is a catastrophic conclusion.

The vehicle subjects by themselves do not have content that justifies their presence in the school curriculum. They are in the curriculum because, when mastered, they provide the tools of rational discussion and analysis of the qualitative and quantitative dimensions of the world around us and the people who live in it.

Clearly one must learn to read and write about something, one must learn to compute about something, and different people are interested in different things. Children need the vehicle subjects in order to be able to discuss and analyze the subject matter of the tapestry subjects. By the same token, they need the tapestry subjects to provide content for the learning of the vehicle subjects.

When we think, therefore, about the problem of assessing the child's school achievement, even if we restrict ourselves to the vehicle subjects, we must of necessity think of the subject matter context in which we will ask the child to demonstrate his or her competence.

Will we ask the child to read about cats or about firemen? Will we ask the child to produce a written analysis of a jet engine or a Gothic novel? Will we ask a student to understand in a quantitative fashion the economics of the industrial revolution, or of the special theory of relativity?

A continuing analysis of language and mathematics, and the diverse ways they serve and are served by the tapestry subjects, might lead us to clearer notions of what we can reasonably expect of our children. But we must not do so at the price of diversity.

Some years ago my mentor and colleague Jerrold R. Zacharias taught me "Children are different from each other; schools should make them even more so". We must be able to learn about each child's mastery of language and mathematics and the ways that each child uses these tools to analyze those parts of the world that interest him or her.

Testing procedures that do not let us do this, and that tend to homogenize children intellectually and suppress the diversity of their interests and talents, do not serve us well.

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Sins of omission...

Bert Lodge suggests that the shepherds responsible for the transmission of a major part of our linguistic heritage have been erring and straying

Let's face it, about doctrine the man (more likely woman) in the Clapham omnibus pew doesn't give an offertory bag one way or the other. Grasping the Fatherhood of God, the brotherhood of man and the Sonship of Christ is plenty to be going on with.

Till a year or two ago he was helped along in this at his weekly, monthly, now-and-againly worship by the pleasure of old hymns well-bawled and old prayers well-recited in the majestic words and rolling cadences of the 1662 Book of Common Prayer that lock him into timelessness.

Not any more. The developers have moved into the Prayer Book. With their muck-shifters and hedge-trimmers they have "improved" it, brought its language up to date, shored up doctrines their surveyors said were shaky, made it more—oh blessed essentiality of this frightened age—"relevant".

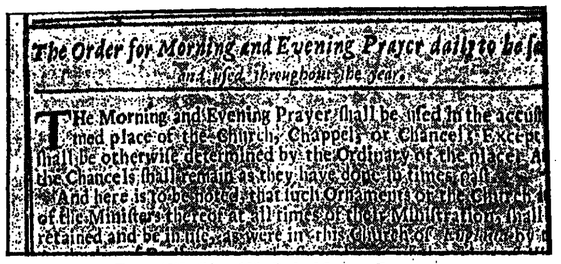
Take that well-known opening declaration that puts butterflies in the best man's stomach and sends his fingers groping over it to make sure the still has the ring: "Dearly beloved, we are gathered here together in the sight of God and in the face of this congregation to join together this man and this woman in holy Matrimony. . . ."

Anyone wanting that sort of gangplank to life's most momentous embarkation has to shop around now. Much more likely is a young couple to be offered this banality, "We have come together in the presence of God to witness the marriage of Ron and Eth. . . .".

And a few minutes later that awe-ful warning in the Prayer Book: "I require and charge you both, as ye will answer at the dreadful day of judgement when the secrets of all hearts shall be disclosed, that if either of you know any impediment why ye may not be lawfully joined together in Matrimony—ye do now confess it."

That is a challenge. Resounded down the nave in a good pulpit baritone a thunderbolt must surely tear down from heaven on the head of any bride or groom who dares to dissemble. But how much notice will they take of, "But first I am required to ask anyone present who knows a reason why these persons may not lawfully marry. . .".

And sex. We all know what we're like about that. So does the Prayer Book. In that opening prologue the priest sternly reminds us that holy matrimony is "not by any to be enterprised, nor taken in hand, unadvisedly, lightly or wantonly, to satisfy men's carnal lusts and appetites, like brute beasts that have no understanding . . ." and that "it was ordained for a remedy against sin and to avoid fornication".


The Order for Morning and Evening Prayer daily to be Said in and throughout the Year.

THE Morning and Evening Prayer shall be used in the accustomed place of the Church, Chappels, or Chancels: except when shall be otherwise determined by the Ordinary of the place. And the Chancels shall remain as they have done in times past. And here is to be noted, that such Ornaments of the Church, and of the Ministers thereof, at all times of their Ministration, shall be retained, and be in use, as were in this Church of England, by

From a 1667 edition of The Book of Common Prayer.

In the new version we are not fornicators and we do not lust carnally any more (fancy!).

Indeed, stark reality is something the re-write men seem determined to pretend is not there. As with sex, so with death. The Prayer Book's imperious title, "Order for the Burial of the Dead", has been replaced with "Funeral Service". Sounds like an advertisement in an undertaker's window.

The solemnity of the occasion is set at the opening in the Prayer Book in this instruction: "The Priest and Clerks meeting the corpse at the entrance of the Churchyard and going before it, either into the Church, or towards the grave, shall say, or sing, I am the resurrection and the life . . . I know that my Redeemer liveth . . . and though after my skin, worms destroy this body, yet in my flesh shall I see God. . . ."

Stop, stop, it is too horrible to contemplate, say the latter-day meddlers. Corpse, churchyard, skin, worms, flesh—out they have all come. Even that great finality of committal, "earth to earth, ashes to ashes, dust to dust", though not actually omitted is put in brackets with the timid rubric that it may, in appropriate cases, be omitted.

The vandalism is endless. No longer does a priest administer communion but a "president" (how long before it's a "chairperson"?) and the newly baptised no longer have godparents but, like a Sunday afternoon knock-out competition, sponsors. Even the Nunc Dimittis, even that beautiful fragment sung by the choirboy after each episode of *Tinker, Tailor, Soldier, Spy* has been re-written.

W. H. Auden had this to say about the can't-leave-well-alone brigade: "The Bible and liturgy were framed just when the English language was at its zenith. So why spit on our luck?" But we are not talking about the merits of one poem against another. Those two masterpieces are an English inheritance with many a saying from them common knowledge among people who never darken a church porch.

Such rhythm and splendour of diction in the English language have not been equalled since Master Cranmer put these prayers together. Of course they are different from today's vernacular. So is a church from any other building. The tower sends out signals in the ancient language of bells. The sanctuary glows in the light of candles. The priest is dressed in ascetic splendour. The divine is distinguished from the waste land around it. A distinctive language provides one major threshold to a new awareness, what George Steiner calls "the prayer in the syntax". It contains images of vision and intimations of glory. Yet all this is in real danger of being shunted off into a museum.

Why? The politics of ecumenism, the contemporary madness of change for change's sake, the panicky "let's try anything" reaction to dwindling congregations would write another article. But those same people who despise aesthetics as a value might be the very ones to get most exercised about a violation of human rights. And that is what has happened in thousands of parishes. Worshippers who agreed to accept the new services as an experiment now find themselves landed with them.

Brought up to believe that what went on at the holy end of the church was the vicar's business, they let him introduce Series Two or Three ("Sounds more like baseball", remarked playwright Alan Bennett, another Prayer Book champion) and now find themselves in what is for them the unfamiliar and distasteful role of anti-establishment. Yet by law the parish church council is supposed to have the last word on this.

Some of the pushing of the newest version, Series Three, produced by the Liturgical Commission—the Archbishop of Canterbury's scriptwriters—has been brutal. Young couples told, "It's either Series Three or the registry office." (Letter to the *Church Times*, February 23 last); church wardens of a Midland parish told that if they wanted to have a new priest appointed they would have to relinquish the Prayer Book (Prayer Book Society newsletter, June last); clerics leaned on—promotion depending on their readiness to espouse Series Three.

Yet after Professor David Martin wrote an article in *The Daily Telegraph* last December defending the Prayer Book, porters were needed at the London School of Economics to carry his mail up. It took him five hours to open it. The balance: nine to one in favour. The Prayer Book Society (57 Great Ormond Street, London, WC1), formed less than four years ago has nearly 40,000 members; half a million world-wide.

The flock is getting restless and no wonder. It's the shepherds who have erred and strayed.

Surface and symbol

Michael Clarke on the Post-Impressionists

"Treat nature by means of the sphere, the cylinder, the cone", Cézanne advised a friend at the end of his life. Visitors to the exhibition of Post-Impressionism, which opens today at The Royal Academy, will no doubt be impressed by the distinction, developed during the last two decades of the nineteenth century, between things as they are seen and things as they are represented.

Evident in the work of the most famous Post-Impressionists, Gauguin, Van Gogh, Seurat and Cézanne, this distinction is also clear in the work of their less famous contemporaries, including the more adventurous academicians all of whom will be on show. A first glance might suggest art from different planets, so great is the diversity; but common formative experiences and some widely shared opinions on the nature of art should reveal themselves and make it possible, perhaps for the first time, to see what the underlying connexions were. It is with post-Impressionism that modern art was born and the issues that they raised are still relevant.

At the last Impressionist group exhibition in 1886 some of the most important members did not show. In part this was because of disagreements about selection but there were deeper reasons. Almost all the original Impressionists had become dissatisfied with the now clearly articulated aims of the group. To paint an optical slice-of-life, however faithfully, seemed to leave out so much that was important. Something more comprehensive was needed and each member was already looking for a new direction. Two directions presented themselves at that same show.

Seurat's "La Grande Jatte", which shows the Parisian middle classes enjoying themselves by the Seine on a Sunday afternoon, was recognised by all as a distinctly original work. Painted over a long period of time it quite evidently was not an example of an Impressionistic moment of vision. Seurat had read widely in every subject that might relate to the making of pictures and was to move very rapidly towards a kind of painting in which the lines, planes and colours would act directly on the viewer irrespective of subject matter. The quasi-scientific methods he had already employed in "La Grande Jatte" were quickly noted.

The other direction appeared in the charcoal drawings of Odilon Redon; one that was eventually to lead to surrealism. Redon was also influenced by science but in his case it was biology. With evolutionary theories as an encouragement he was to create fascinating images of living forms not as they appeared but strangely metamorphosed into what they might become. By 1886 his work already exhibited characteristics closer to the state of dreams than wide-eyed reality and it was much admired by writers.

Strindberg's observation that "Naturalism is at its last gasp" was, however, not quite true. Naturalism was not to die so easily, but among vanguard painters it was to be hotly disputed during the next few years and was to give way to more conceptual and eventually non-figurative approaches. If Impressionism had seen the world through a rose-tinted plate of glass the Post-Impressionists seemed to see it through a hammered one, so abruptly different are their pictures from those of the Naturalists. Van Gogh's picture of "A Starry Night", is undoubtedly a powerful image but no one could confuse it with a photograph.

Starry night, by Van Gogh.

Photography certainly had some influence in encouraging painters towards abstraction. Ever since its public appearance in the 1840s it had posed a threat to painting. By 1886 commercial photography was reproducing works of art from not only different times but different cultures which widened still further the references in the endless debates on the nature of art. The images reproduced quite definitely supported those artists like Gauguin looking for an art more direct, even primitive, than that of the salon.

The spate of small literary and artistic magazines that appeared in the eighties and nineties testify to many artists' increasing need for words. Tom Wolfe's "painted word" had not yet presented itself but theory now began to play a vital part in the visual arts. The dominant tone was Symbolist and in recent years we have come to appreciate how central that theory is to any real understanding of the arts of the period.

The Symbolists placed the imagination and the idea above description in art. To depict anything directly was to sacrifice the greater part of its significance for us. Only by suggestion and the use of formal analogies could a more comprehensive representation be achieved. Art had its own autonomy and the example of music, an art with few references to natural sounds, was constantly quoted. While references to the outside world did not disappear, on this last point vanguard artists were all agreed.

Maurice Denis in 1890 summed it up for most painters: "It is well to remember that a picture—before being a battle-horse, a nude woman, or an anecdote—is essentially a plain surface covered with colours assembled in a certain order", but Oscar Wilde's similer "All art is at once surface and symbol", of the same year, even more accurately describes the work of Van Gogh and Gauguin.

Gauguin first went to Brittany in search of a simpler Rousseau-like life and at Pont-Aven had already painted pictures like "The Yellow Christ" and "Jacob Wrestling with The Angel," pictures which flattened out space and forms into brilliantly coloured decorative arrangements whilst retaining a heavily symbolic and suggestive content. When Paul Sérusier visited him in 1888 Gauguin instructed him to paint each form in as pure a colour as possible. The result was the now famous "Talisman". This tiny, near-abstract landscape, painted on a cigar-box lid, was taken to Paris by Sérusier where it created a considerable effect upon his fellow-students, Vuillard and Bonnard. They and some of their friends were to form the Nabis group, their flat, even-toned, richly patterned pictures involving the most delicate nuances of domestic life. Gauguin, seeking an even more primitive life than that in Brittany had meanwhile left for the Pacific Islands.

None of these painters aimed at naturalism. Whatever the differences between them they all moved away from the idea of the picture as a window looking out on to nature and bit by bit rejected the rules of linear and aerial perspective that went with it. So emphatic is the medium in Post-Impressionism that the painting can look more like a wall than a window. In bringing Post-Impressionism up to the birth of Cubism the Royal Academy exhibition will indicate how Picasso and Braque were to put Cézanne's advice into practice and make the break with naturalism irrevocable.

...and commission

Do our high priests of broadcasting abuse the English language? Frances Hill looks at the current controversy

A broadcaster on Radio 4 recently pronounced "constituency" with the stress on the "tu", as though it rhymed with "fluency". An American visitor, hearing this, began to practise saying the word in this quaint British fashion. He assumed since he had heard it on BBC radio it must be correct.

Foreigners should be careful indeed about modelling their spoken English on that of speakers on the Beeb, judging by three reports compiled at the request of BBC radio's managing director, Aubrey Singer. (The published reports, by Andrew Timothy, an ex-radio announcer, Robert Burchfield, chief editor of the Oxford English Dictionaries, and Daria Donoghue, professor of modern English and American literature at University College, Dublin, will be available to the public from the BBC in about a month.)

Announcers and reporters are prone to stress the second instead of the first syllable of words like "comparable" "formidable", "equitable", "inquisitive" and "lamentable", and the first instead of the second syllable of such words as "contribute" and "dispute". They have been heard to make "genuine" rhyme with "wine" and to pronounce "transient" as "transhon".

They tend to be shaky on place and proper names, sometimes slipping up over British names like "Wemyss" and "Erith" and often confounding completely by exotic ones such as "Nicereagua", "Managua" and "Ayatollah Khoomini". Timothy heard the list of these pronounced four different ways, two in one news story.

They are almost as fallible over word usage and grammar as over pronunciation, being partially prone to confuse the meanings of "either and" imply" "uninterested" and "disinterested" and "nauseous" and "nauseated" and "guilty" and "culpable". They exhibit an air of uncertainty over collective plural nouns. Burchfield reported hearing "the prosecution have finished their case" and "the prosecution has completed its case within the same bulletin.

The experts suggest that the incidence of these kinds of errors could be much lessened by giving broadcasters more guidance. Timothy proposes that BBC management should listen regularly and critically to what broadcasters are saying and how they are saying it and that regular refresher courses should be organized for announcers. Aubrey Singer has announced that the BBC is to take up these suggestions. He is also to follow Burchfield's recommendation of publishing a pamphlet setting out recurrent faults and giving "clear preferences". (It will be publicly available in about a month.) Unfortunately he is not taking up the charming proposal that a "hot line" on grammar and usage be set up from the BBC to the OED Department at Oxford.

But the concept of "spoken English" also includes questions of accent, rhythm and tone, and ultimately becomes inseparably entwined with matters of content. Public fears of "falling standards", revived by Alvar Lidell's critical blast on modern newsreading in *The Listener* in April are based on concern at the loss of the integrity, authority and good taste which are traditionally associated with the dignified delivery of correct, careful speech.

The widespread use of regional accents on all the networks but Radio 3 may represent such a loss to some sections of the public, but is not a proper cause of concern. Diverse accents, reflecting the plural nature of British society, should be welcomed. Donoghue suggests, darkly, that some "ostensibly regional" accents may be "bogus" and thinks the question should be pursued "by those who are informed on the subject". (One imagines a modern Henry Higgins as a Corporation mole, burrowing into the social backgrounds of reporters). But he would seem to agree that, in most cases, it would be as ludicrous for Radio 1 disc jockeys to speak the English of Radio 3, as for Radio 4 announcers to describe Italian open play as "great, Scouse".

The true threats are the mannerisms which have become prevalent on Radio 4's news magazine and current affairs programmes and are an integral part of what has been dubbed the "hardsell" approach. The stressing of "a" and "the", the placing of emphases in unusual places in sentences for dramatic effect, the use of clichés and jargon and collocations such as "quasi-war situation", are all part of a manner which attempts to create drama and urgency where it may not exist. They are very often accompanied by stuttering, "umming" and "erring" and the failure to bring sentences to a proper conclusion.

Donoghue suggests that abuse of speech of this kind mainly arises from "intrusions of personality". It is undoubtedly true that the attempt to foster drama and conflict to heighten the importance of news items or interviews places the interests of the announcer or reporter above those of balance and truth. A sloppy use of English is inextricably combined with self-consciousness and insincerity, in a way seen by many as fundamentally undermining the language.

An associated strain of the "hardsell" virus, with some symptoms of its own, can be found on the *Today* programme. The presenters and reporters, on the whole, do a fair job of presenting news and trivia in an entertaining manner, but their speech abounds in ridiculous mannerisms (exploding consonants, silly giggles) and their manner at too often descend to the clichéd and coy. A reporter from a North Sea oil rig maintained resnectful attention until he said he was going to find out about divers' jobs and "just why they do them . . .". Revealingly, with the phrase "just why" the voice took on a tone of self-conscious irony.

But the full horrors of Acenetto faculty can be appreciated only if one tunes in to "Rush Hour" on Radio London. Like many of this station's programmes, it could easily be mistaken as a parody of Radio 4. During one spiralling interchange between Susan Barnes and John Walte, Miss Barnes quoted Shirley Bassey as saying that "marriage these days is the quickest way to ruin a relationship". Mr Walte countered with a confused sentence along the lines of "I know lots of marriages that have been ruined by relationships, extra-marital relationships . . ." to the accompaniment of a screech of affected laughter from Miss Barnes of a force and volume possibly appropriate to a supercally funny sequence in a Marx Brothers film.

The muddled and fatuous speech often encountered on Radios 1 and 2 is, at least, individual in style and does not pose a serious threat to the quality of language. Jimmy Young and Terry Wogan, frequently incomprehensible, are also inimitable. Burchfield objects to the tendency of interviewees to try to lower themselves to Mr Young's level. As he says, they are "softened up" by such remarks as "where I used to paddle my tootsies when I was a kiddywink" and "two eight-inch greased sandwich tins" made to sound as if the phrase would be as unfamiliar to listeners as if Mr Young were speaking Swahili. Burchfield's objection is reasonable enough; against the self-consciousness and insincerity at the root of poor language. But Mr Young's guests could never really manage to sound anything like Mr Young himself who, whatever his faults, is his own man, not the vehicle for any previously known style of speech.

Of all the networks, Radio 3 is the least open to criticism. Timothy finds its announcers' speech occasionally "strangulated" and rather too solemn, but this seems to me unfair. The announcers often sound positively cheerful, particularly in the morning.

Despite their criticisms, the three reports suggest that the danger to the English language of current BBC speech is far from severe. On the whole, BBC employees speak better than interviewees. The BBC still, on balance, sets a standard of speech higher than that to be found in the nation as a whole.

John James on theatre

Hardly worth the candle

Amadeus. By Peter Shaffer.
The National Theatre (Olivier).
The Father. By Strindberg.
The Open Space.

A favourite play in a new production with actors one admires is something to look forward to; better still a new play by an admired author in a lavish production. How bitter the disappointment when both must be accounted failures.

Peter Shaffer's plays *The Royal Hunt Of The Sun* and *Equus* both gave great pleasure. Their theme of the persistence of the Spirit of God in man despite attempts at its destruction is continued in his latest play *Amadeus*. Like the Conquistadors in *The Royal Hunt Of The Sun* and Martin Dysart in *Equus*, Salieri the educated, controlled man struggles against the Spirit of God in Mozart and finds in apparent victory defeat.

Antonio Salieri, court composer to Joseph II, Emperor of Austria, conspires against the success of Mozart. His malevolence towards the younger composer springs from the envious recognition that this unmannered, immoral and immature prodigy writes divinely without effort while he, godly and virtuous, struggles to compose what he knows to be mediocre. Disillusioned, Salieri declares God an enemy and determines to block Mozart's talent. A word in a courtly ear loses Mozart patronage. The genius slides inexorably into penury, ill-health and the fears attendant on both. Salieri exploits Mozart's fears: disguised as a mysterious visitor he commissions a requiem from the sick composer. Mozart's fevered imagination sees it as a final demand from Death. Thus poisoned in mind (and body?) Mozart dies and is buried in an unmarked grave. Salieri's triumph is complete but the victory is hollow. Under a new Emperor his music becomes unfashionable. Desperately pursuing fame, he confesses to having poisoned Mozart. Ironically, nobody believes him.

Amadeus is a bad play, badly produced. The crude choric "Venticelli" episodes are embarrassingly gauche; Salieri's garrulous monologues need cutting—his switches from age to youth lack dimension (*Travesties* did it better).

Peter Hall's spendthrift production is clumsy: for example, Salieri enters Mozart's garret saying it is without even a candle, yet a candle illumines the scene. Paul Scofield gives many fine scornful notes to Salieri's arguments with God; Simon Callow copes well with the giggling smut but cannot handle the terrors of Mozart's end. It is all an extravagant waste.

Charles Marowitz's production of Strindberg's *The Father* has Denholm Elliott in the title-role with Diane Cilento as Laura. With such actors this play should have secured success for The Open Space in their last production at this theatre. What went wrong? Robert Dole's setting is excellent; Marowitz's "new version" differs little from those of Paulson and Watts. The production open with tableaux vivants of the strait-jacketed Captain; vitiating the horror of the final scene, and a sexual assault on Laura by his orderly (nowhere suggested in the text). It then offers the text with tricks of lighting and profile groupings that add nothing to it. The actors speak at one another with no sense of family relationships. This masterpiece of naturalism which could be deeply moving goes for nothing. Nevertheless *The Father* remains a play worth seeing and producing: the same cannot be said of *Amadeus*.

Hilary Finch on music

Two faces of Blessed Cecilia

"I don't believe in barriers between classical music and rock. Music is just good or bad. The barriers are in the audiences." As a result of his playing in his brother's *Variations*, Julian Lloyd Webber, who uttered those words, has been receiving a steady stream of letters from young Radio One devotees who have been saying how much they have enjoyed his performance of (for instance) John Ireland's cello sonata on Radio Three.

John Dankworth, jazz band leader, saxophonist and husband of Cleo Laine, has been working for 10 years to intermingle audiences and break down musical barriers in the concerts and courses of his Allmusic Plan in his home at The Stables, Wavendon.

Both men are the guest musicians at the last concert of this year's Schools Prom: just over a week ago they were playing together in the Queen Elizabeth Hall, London.

A little over a year ago, Julian Lloyd Webber mentioned that he'd like to see the cello being played within the framework of a jazz composition. John Dankworth was approached and earlier this year was busy working on a piece for Julian, himself and the Myrha Saxophone Quartet. *Fair Oak Fusion*, a set of nine interconnected pieces, was performed first at the Fair Oak Theatre in Sussex last July and was given its London première on the South Bank on November 7.

Dankworth and Lloyd Webber certainly seem to inspire and egg each other on—the most memorable numbers of this work were those in which Dankworth's volatile, saxophone engaged in complex and unpredictable conversation with Webber's cello—stretched to the furthest limits of its tonal and technical possibilities.

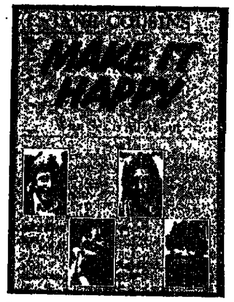
The music was not, on the whole, as unusual as this half jazz, half classical instrumental line-up might have led one to expect (though since the advent of that other schizophrenic line-up, John Williams's pop-rock-classical group, Sky, one has learnt not to expect too much). It was energripping, exciting and balmy by turns, but a lot of it didn't repay overclose attention. One of the best numbers was "Gentle Heathen", a slinky cello showpiece played with polish and ease by Julian Lloyd Webber: its inventive middle section exploited a variety of technical skills and its quirky variations were constantly compelling. Paul Hart was a versatile soloist on electric guitar, piano and electric violin.

The evening as a whole was imaginatively planned: it began with Debussy, who, among classical composers, seems to have a particular appeal for jazz musicians and enthusiasts, for his peculiar use of harmonic and melodic colour, and irregular subdivisions of beat. The spare, yet immediate, writing of the late, austere, almost neo-classical cello sonata of 1915 was recreated in a concentrated, rhetorical interpretation by Julian Lloyd Webber. Accompanied by Simon Nicholls (piano), he proved the accessibility of an essentially tough and complex work to a very mixed but very enthusiastic audience. No doubt both he and John Dankworth will feel very much at home on November 28 in the Albert Hall.

Information Book Awards 1979
Judges' reports

Above all, happy

Charles Stuart-Jervis on the winner of the Senior Award



Make it Happy: What Sex is all About.
By Jane Cousins.
Virago £2.95. 86068 037 1.

Is it logical these days to have to overcome a certain reluctance to award a major prize to a frank and outspoken book on the topic of making sex happy? Surely not! But perhaps because one remembers Wyndham Lewis's observation that "with regard to anything that is likely to obsess a society, it is important not to give it too much advertisement" and Lawrence Durrell who cried "no more about sex, it's too boring! Everyone's got one . . . . . but poor honest sex, like dying, should be a private matter" the judges hesitated, drew back, paused and considered long and deeply as to whether *Make It Happy* by Jane Cousins would really be a suitable choice.

There were other beautiful and less controversial books claiming our attention and it would have been easy to have taken the safe course and opted for one of the challengers. But *Make It Happy* had appeared independently high on each of the judges' short lists at the first meeting and the more we considered it, the more apparent did its virtues become.

Make It Happy, a sex book aimed at adolescents, does not shrink from the use of straightforward description, explicit language or any of the difficult issues of the day regarding teenagers and sex. There was total agreement that it is witty upon occasions, wholesome, classless, sometimes moving in its simplicity, gentle and honest in its intentions.

Furthermore it is very much a book of the day. Powerful bodies are now advocating the lowering of the age of consent and the adolescent is very much at risk from the flood of easily obtainable girlie magazines which must serve to cheapen and degrade sexual relationships and which display a totally irresponsible permissiveness in which neither side can give or receive affection. *Make It Happy* is an effective and honest counter-balance. The book's effectiveness lies in the fact that it does not posture, suggest or attempt to proselytize, and it is safe, even though one may not always like what it has to say. The insistence on the development of a caring and sensitive attitude in relationships is itself deeply felt and there will be few adolescents who will not appreciate the message. The text attacks and sets to rights the myths and taboos that too often bedevil honest responses to the problems of young people. Above all it is, as the title suggests, happy.

Here is a book that is, in its own way, personal and private, avoiding the kind of "advertisement" suggested, and which provides a healthy counter-attack on the shadier side of sex.

Odd and even

Valerie Alderson and Edward Blishen on the books that made them pause and reflect

"Eccentricity!" said one of the judges. "It's refreshing, isn't it, when there's a touch of enthusiastic oddity about the imparting of knowledge?" They were talking, as it happens, about André Deutsch's series of histories, *The Mirror of Britain*: each the work of a poet or novelist. Intellectually honest, all right: but also warm, at times positively passionate or even stimulatingly wayward. There are some series, like this one, of which representatives appear for judgment year after year; and they make the judges pause, annually. So they paused over Margaret Drabble's account of Victorian England, *For Queen and Country* (£3.95).

So, too, they thought twice about Robert Burton's *Seals* and Bernard Stonehouse's *Penguins*, in the always excellent, beautifully printed, finely illustrated Bodley Head New Biologies (£2.50 each) which never say a word more or less than is necessary about their topics. And how the choice of those topics—precisely *Owls*, exactly *Fishes*—reassures, when you've been looking at so many supposedly inclusive books that leave out more than they let in: fragmentary encyclopaedias, as the judges thought of them. It was a reaction against such books, partly, that made them consider in their final list Philip Street's *Poison in Animals* (£2.50): a handsomely illustrated slim account of a specific, honest fragment of knowledge, with some unfamiliar assassins in the cast—like the sea wasp and the stonefish.

Some originality of approach to information is desirable, if only because standing at an odd angle to things can stimulate both the writer and the production team. Because it was both original and enthusiastic the judges were sorry not to think better of Sheila Sancha's *The Castle Story* (Kestrel £5.95). This is a jolly, breathless excursion round the British castles, with photographs on many of which are drawn the missing parts of a keep: or a knight mounting his horse: or a fine lady in a window, sewing. It ought to have worked, but the judges felt it didn't, quite: largely because the photos tended to be wishy-washily grey, and the graffiti, so to speak, disturbingly strong.

For sheer handsomeness, the panel admired the *Phaidon Concise Encyclopaedia of Science and Technology* (£9.95), which takes a generous view of its field, including in it anthropology, psychology, linguistics and philosophy. It never reached the wind tunnel, as it were, but from the judges' own tests it seemed thorough in its coverage. Thoroughness was another virtue by which the panel found themselves attaching great store. It was so with Geoffrey Turner's *Indians of North America* (Blandford £4.95), a chunky book for the expert, a whole little enthusiastic library in a single volume: but rather solid in layout, with a disappointing haphazardness of illustration. In Peter Connolly's *Pompeii* (Macdonald £3.95), fascinatingly good photographs of the ruins: a lot of artifacts and a good text: made it one of the last keep to be considered: but it was felt that it lacked atmosphere. For all the care—perhaps indeed because there was, in the end, just a little too much care—the city never quite came to life.

The judges were much struck by the layout of *Living Music* (Hamish Hamilton £6.95): illustrations that were workmanlike as well as decorative, neat arrangements of information about instruments, composers, musical forms. They thought, at first, indeed, that the book had avoided the vapidity and monstrous generalization that are the common sins of single-volume introductions to vast subjects. But it wasn't so, alas, at a sharper reading. It was required to imagine an orchestra "faultlessly playing a musical masterpiece": or to believe that all composers necessarily absorb the "soundscape" of their time: or that if you play Mozart badly he becomes nobody at all, whereas you can do ghastly things to Beethoven and he remains triumphantly recognizable.

As an example of the absolutely first-rate use of photographs to tell the story of an attractive institution, the panel were very much taken with Camilla Jessel's *Life at the Royal Ballet School* (Methuen £4.50): the gift for the use of photography here reminds one of half-forgotten pleasures, like reading *Picture Post*. The text, alas, wasn't quite in that class. There was also enthusiasm for a paperback, *Talking Bikes* (Macdonald Educational £2.95 and £1.50) which managed very well indeed to combine every kind of eagerness about motorbikes with every kind of regard for safety, without being for one moment damping or depressing.

The most completely beautiful book submitted to the panel was, they thought, David Attenborough's *Life on Earth* (Collins/BBC £7.95); such a good text, such marvellous photographs. And at the last moment came another beauty: a translation of Rousseau's *Botany* (Michael Joseph £10), with illustrations by the Raphael of flowers and Rembrandt of roses, Redouté. If there were a prize for the loving and uninterfering revival of an exquisite old text, this would surely win it.

The worst of it? Well, there was the history of airships and balloons that resorted to the most comically awful sort of outdated journalese. Thus:

Umberto Mobile was angry.

Very angry.

There was the shifty, nay at times positively sly, use of colour in some art books: especially when red triumphed, as so often it seems to do, and the young reader was offered Bellini boiled, Rubens roasted.

There is the expensive, arty treatment of some rather obvious topic where the text is difficult to read—there being this problem of making out black letters printed on a purple background. There are captions written by some foreign visitor dragged in from the street after it has been carefully established that he knows no English whatever. There are examples of the plain statement avoided: "Man is continually advancing into the diminishing natural regions of the world and diminishing the land." There is appalling advice—as an example, surely not horrifying to woodworkers alone: "Some treasure hunters prefer a screwdriver because its long, narrow blade is easy to push into hard ground." There is also the sudden sound of a writer's bloodvessel bursting: as with the characterization of the sixties as "a spurious lull cosmetically caused by unprecedented affluence".

Lots of sound books, half-exciting or decently dull. And lots in respect of which the judges made their commonest notes: "Didn't we have this last year?" and: "Who is this for—and *what* is it for?"

LANTERNS

Edited by SYBIL MARSHALL

Lanterns is a new series of English anthologies for children aged eight to twelve. Each anthology is a collection of stories, poems and short pieces of non-fiction, loosely based around a particular theme.

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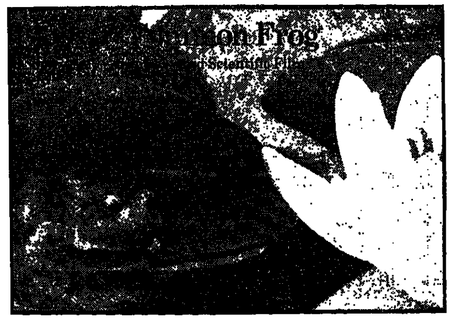
Photographs to wonder at

Peggy Heeks on the winner of the Junior Award

Common Frog. Photographs by George Bernard.
Oxford Scientific Films £1.95. 233 97055 X.



The list of Junior Information Book Awards may suggest a group of judges devoted to natural history, moving with enthusiasm from amphibians through spiders to street flowers, with occasional detours into history (*Wash and brush up*, 1976, and *Tournaments*, 1978). In truth, our personal predilections are not as narrow, and the consistency of subject area should rather be seen as indicating the publishers' view of the market. So many authors have set out, mariner-like, to engage our interest in wild life that the topic may even be at a disadvantage. By now we feel we have almost exhausted the excitements inherent in seed pods, sperm whales and similar marvels. We nominated *Common Frog* as our winner this year less for its subject matter than for its method of handling that material.

Sense of purpose and sense of audience were the over-riding criteria leading us to this picture book where stunning colour photographs and brief captions follow the life cycle of the frog after an introductory text has filled in the details. *Common Frog* goes beyond providing information to stimulating the desire for it, selecting angles and camera shots which make each page opening something to wonder at and explore. The captions are a model of simplicity, confirming in words what we take in through the pictures. An unusual and controversial feature of the series is the introductory text which requires a higher level of reading ability and understanding than the rest of the book, and which is designed to widen the potential audience.

We noted some shedding of the scientific complexity of earlier titles in the same series and took heart that our previous criticisms may have had effect. This is the first time we have awarded a prize to a book in which text is so clearly subservient to picture.

Two other books encouraging visual exploration were *Elephants with Rolf Harris*. Although this book covers ground already worked by Geoffrey Grigson, the 46 pictures are well selected and Kate Petty a tactful guide: only Rolf Harris's contribution is disastrous.

Other books we liked buttonhole the reader with a personal story. "Sciurus woke with a start; something had given him a fright. He knew very little about the world . . ." So Jan Taylor catches us up in *Sciurus*, the life of a grey squirrel, narrowing our view to a patch of woodland, where food and defence of territory dominate the day. The author's stance is consistent and unwavering, and the gentle drawings sustain the mood. Jan Taylor moves us away from the traditional information book: you can't gut *Sciurus* for a project: it hasn't an index for instant retrieval or a contents page for quick consultation. A few years ago this zoologist would have been accused of anthropomorphism and encouragement of unscientific attitudes. Now we have a clearer understanding of the way in which children absorb information, and greater patience with their need to progress through the personal and anecdotal to the general.

The point is illustrated by the changing approach of one publisher (A. and C. Black) to the presentation of history, from Unstead's fifties' opening ("Henry VII came to the throne in 1485") to the individual focus of *Two Victorian families* ("This is a house in Kensington in London . . ."). There is an immediate appeal in Sue Wagstaff's dolls' house view of a rich man's establishment, and through easy involvement in the personal histories of maids and mistress, servants and master, we are led to wider social perceptions. *Two Victorian Families* is to be commended for signalling one way of helping children discover the significance of information; but, while the text may be post-Bullock, the commonplace nature of the illustrations takes us back to a pre-Maclughan time when words carried the meaning and pictures filled out the space—an attitude, as Henry Pluckrose's article shows, still widespread.

Elephants. By Joe Van Wormer. Angus and Robertson £2.95.
Looking at Pictures with Rolf Harris. Phaidon Press £3.95.
Sciurus. By Jan Taylor. Collins £2.95.
Two Victorian Families. By Sue Wagstaff. A. and C. Black £1.95.

Fall of the text

Henry Pluckrose on book design

How better to begin a brief résumé of information books than with a fable. The story is a simple one. A penniless author, living in a draughty garret, has an idea for a book on (say) butterflies. A benign publisher hears of it and, after months of planning, involving designers, artists and photographers, a masterpiece emerges to occupy a significant place on our children's bookshelves.

There the romance ends and harsh reality takes over. Indeed, some of this year's entries seem so lacking in design that one wonders whether the publisher was more concerned with filling the space between the covers than in producing a book which was adequate, visually or textually.

But what makes an exceptional information book? First, there's that indefinable appeal—a cover that seduces the eye. Wayland, in their *Young Naturalist* series (£3.50 each) have certainly succeeded in this respect. The covers of *Worms, Mosquitoes, Eels, Wild Cats* and *Ducks* are exciting and demand to be picked up.

The successful designer, however, does not just use the cover. Inside, the illustrations, the fall of the text on the page, the relationship between text, photographs and captions should be just as challenging. Sadly this is not always the case. The brightly coloured dust cover of *Ducks*, for example, leads not to a deepening understanding of water birds, but to disappointment. Grey photograph follows grey photograph, trite caption follows trite caption. When the reader is

continued overleaf

Autumn Books

ISBN Prefix 0 7100

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Since the 'Great Debate' on education was launched in 1976, the need to bring greater coherence to the secondary curriculum has been generally recognized. This book sets out possible patterns of change in schools, and suggests strategies for regenerating the curriculum in the climate of evaluation and innovation that lies ahead. *Routledge Education Books* *0300 5* £6.50

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Conservative Schooling for Radical Politics
HAROLD ENTWISTLE
Gramsci is one of the few Marxist theoreticians to have considered the role and nature of education, yet paradoxically his revolutionary political and social theory seems at odds with his conservative approach to schooling. Harold Entwistle examines his educational political and cultural writings in an effort to resolve this apparent discrepancy. *Routledge Education Books* *0333 1 (cloth)* £7.95 *0 334 X (paper)* £3.95

Further Education Today*
A Critical Review
LEONARD M. CANTOR and I.F. ROBERTS
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The Disorder of Many Theories
GERALD JONAS
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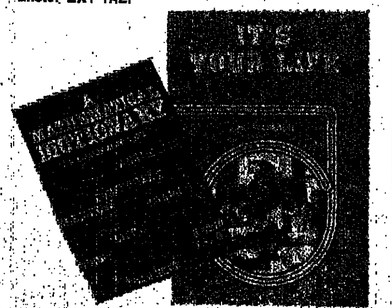


Six of the best for Secondary Schools from Wheaton

30 Information Book Awards

The fatal lure of the series

Ralph Lavender on the danger of looking at the wood rather than the trees

Yet again this year, we have been reading books in series both old and new. The economics of book *publishing suggest that working* out a formula, ensuring that the first wave of books in the series are worthy examples of it, and then sticking to the working recipe, is one way of keeping in business. The economics of book purchase as practised by schools suggest that this works. Yet every year we are brought up sharply against the book which does not fit its series because of a change of identity or a diminution of quality—and there is the occasional book standing head and perhaps shoulders above its stablemates.

The *A Closer Look at . . .* series produced by Archon Press and published by Hamish Hamilton now have indexes. Of this year's three books, *Amazonian Indians* by Stephen Hugh-Jones (£2.25), is the *most interesting, looking* to the future as well as to the past as books in the series usually do. But what is to be made of the unamplified statement that one Indian group, "protected by their dangerous and isolated river, *escaped the worst effects of the* rubber trade and early missionary efforts"? The other two books, *Grasslands* and *Greeks*, cannot be recommended because of dull texts, muddled material, wrong titling and wrong spelling.

One confusing page in *Greeks* shows a cluch of bosseyed dramatists and philosophers who were evidently all alive at the same time, alongside a mixture of gods and goddesses who are not identified; some of them are referred to in the text and others are not. Designers seem to have taken over from writers, and the limitation of the doublespread has become the arbiter of content. These books were never easy reading, being at the top of our age range, but these three examples are harder than ever; we are in doubt as to the use *most primary children are actually* able to make of them.

There are too many facts and not enough knowledge in Ralph Whitlock's *Wild Cats* in Wayland's Young Naturalist Books. Any series must choose to cover a particular *field of knowledge—or even, with* preposterous optimism, all fields of knowledge. But how does this knowledge get parcelled out? And how do some parcels come to get compressed into one book? The same author's *Ducks* also has a wide field *to view, and the descriptions of* each species giving the colour markings are wearingly repetitious, especially since all the photographs are black and white. A previous book in this series won the award in 1976, and it is time now for the publishers to cease resting on that accolade.

A new series, *Rivers of the World* (£3.50 each), comes from the same publishers. The first book, about the Rhine, is written in the official language of the guidebook: "Europe has a number of small states. . . . Often they are remnants of medieval principalities which have never been tidied up into the modern political map." The photographs are mostly too blue. The other book surveys the Amazon basin as far as its history, people, explorers, vegetation and wildlife are concerned in a far more acceptable, personal style; but the material is poorly organized and the maps are confusing.

A series we have noticed before called *Animal Lives* (Collins) is represented this year by *Scirrus* and *Lutra, the story of an otter* by Philip Wayre (£3.95 each). Whereas the first is a competently written story about a grey squirrel's life with an inaccurate drawing on the dustjacket, Philip Wayre's text lifts his book to a beautifully rounded *account of a natural habitat shared* by otters. The writer assumes that everyone shares his insights and sense of mystery; his book is quite different from others in the series because it poses a special challenge to the reader.

Dent present a new series of six books by Noel Simon called *Animal Families* and the book about tigers is noteworthy for its ecstatic account of tiger courtship. It goes on to describe the ungentle mating, which is "accompanied by a fiendish *caterwauling, rising and falling* on the air like the terrible moaning of souls in torment". This noise is disturbing to the whole jungle: "monkeys and birds screech with alarm; even the elephants trumpet their nervousness". The text betrays a lack of understanding of children, of how they learn and what they want to know; the description tells the child all but how tigers actually do it.

A new development this year is publishing in parallel as well as in *series—taking the pictures from one* series and putting them to a simpler text in another. The *Small World* series, about wheales and horses and bears and elephants, is also produced by Archon Press and published by Hamish Hamilton (£1.75 each). Many of the pictures are taken from the *A Closer Look At* books, arranged in a seemingly haphazard way and accompanied by generally dull texts. It seems unlikely that good information books for browsing or for specific fact-finding will be created in this way. Those responsible for carrying out a school's book selection should continue to examine individual books without succumbing to the fatal lure of the series.

Fall of the text

continued from previous page

challenged—as when invited to distinguish different species of duck in a foggy photograph of Slimbridge in winter, the result is frustration (and disbelief at the impossibility of the request).

Good photographs, well captioned, text appropriate to the age group and an easily readable type face are not the only considerations. The visual relationship between these elements is also important. Visually *Young Naturalists* fail because they feel so old fashioned, the heavy white margins and the bleed off of pictures at page edges doing very little for the books except to dull the senses.

Not that information books should be condemned simply because the photographs *are of poor quality.* After all, an indifferent photograph might well be more effective than an extravagant line drawing. The illustrations in the *Earthworm* £2.10, *The Pimpernel Seed* £1.95, *The Tadpole* £1.95 and *The Robin* £2.10 (Worlds Work) are certainly imaginative. However, I do wonder whether a child wants a seed to have a human face or a worm to have a contented smile.

I prefer Zaidee Lindsay's technique. In *West Indies* (A. and C. Black £2.50) she uses children's illustrations to enliven her text. I like the book, but is there any point in including a child's drawing of a snake (for example) if it adds nothing to the reader's understanding?

The organization of material in an information book is also an important consideration. *Sky and Space* by Susan Blackford (Blackie £1.70) is printed in two colours—one colour being used to give information and the other to test the reader's general knowledge. In fact the publishers have produced a "referral" book which challenges children to answer the author's questions by going elsewhere (to other information books?) to find them. Is there any point in marketing a book which looks exciting but actually *says* nothing?

Of all this year's entries, the book which puzzled me most is the specific area of design was *Looking at Pictures* (Phaidon £3.95), a child's introduction to famous paintings, by Kate Petty. It is an attractive book, well written and excellently researched. *In order to sell the book,* Phaidon have induced Rolf Harris to add his name and a few personal squiggles. It is a sad mistake. Much as I enjoy Mr Harris, I prefer the work of Stubbs, Rousseau and Van Eyck to speak for themselves.

More than any other of this year's entries *Looking at Pictures* provides a classic example of what can happen when publishers forget that filling a space is not enough. The space between the covers has to be filled, but not at the expense of a child's integrity and vision.

Paperbacks

War and peace

Douglas Johnson

A Savage War of Peace: Algeria, 1954-1962. By Alistair Horne. Penguin £2.95. 14 055 170 0.
France 1848-1945: Ambition and Love: Politics and Anger. By Theodore Zeldin. Oxford Paperbacks £2.95 each. 19 285090 1 and 19 285092 2.

It is appropriate that this paperback edition of a book which was overwhelmingly acclaimed as an exciting and perceptively written account of the French war in Algeria, should appear 25 years after the massacre of Moslem demonstrators in Sétif. This anniversary has caused much heart-searching in France and much has recently been published in newspapers and periodicals about the war.

It is interesting to reflect that there is no equivalent book in French which tells the story of the war with the same panach as Mr Horne's. From the beginning, when he refers to Harold Macmillan's comment on Sétif as "a town of no great interest" (Macmillan was, with a classical scholar's eye, comparing Sétif to the nearby ruins of Trapan's Djemila), to the end where he compares France and Algeria to a married couple who have a disastrous relationship, and who will never have a straightforward relationship, Mr Horne writes in a scholarly fashion with skilful narrative.

But it is also interesting that neither in France nor in Mr Horne's excellent book is there an analysis of why this tragic war started and lasted.

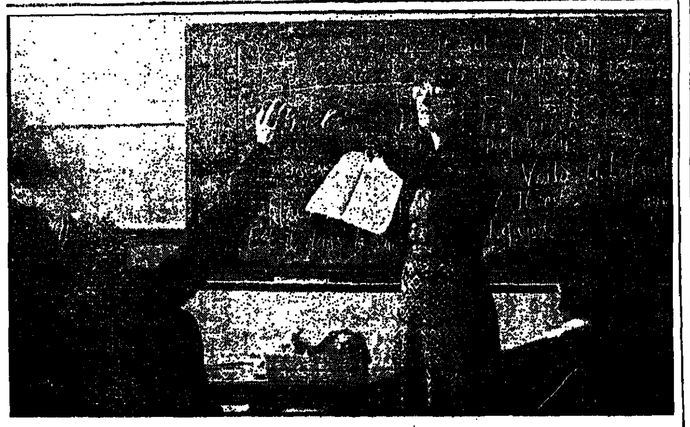
After all, the war in Algeria was a strange phenomenon. After all, the colonial powers (with the more understandable exception of Portugal), it was France which found decolonization most difficult and which, at a time of weakness and division, fought continuously in Indo China and in Algeria. Only with the Fifth Republic, constructed by de Gaulle around the concept of French greatness, was Algeria definitively abandoned. How can one explain such a paradox?

This is the sort of problem with which Theodore Zeldin has concerned himself. The publication in two paperback volumes of the first volume of his important history of modern France should bring the necessity of approaching French history to a wider public. Although students may find it difficult to use *when faced with an essay,* and teachers may wonder how they are going to use this material when confronted with a class that has an A level or university entrance in mind, these volumes are to be read and re-read. They need not be learned, nor need they be believed, in the sense in which the narrative history of France as written by someone such as Alfred Cobban is to be learned and believed. But Dr Zeldin asks new questions. He asks about values, ambitions, behaviour. He asks questions about the role of the rich, the bureaucrats, the intellectuals, the workers and the peasants. What about the family, women, marriage? Dr Zeldin writes about all this too, although he does come into more traditional territory when he takes political *parties and politicians as his sub*ject.

It is easy to point out that some chapters are short and unsatisfactory. That on women (in volume one of this paperback) for example. But others, such as that on the place of politics in life are most stimulating. This is a work to be read and re-read, praised and criticized, and therefore it is particularly welcome in paperback.

EXTRA

MODERN LANGUAGE TEACHING



EXPLICIT OBJECTIVES

John Trim, director of CILT outlines a programme for the eighties.

After the euphoria of the 1960s and the "crisis" of the 1970s, what do the 1980s promise—or threaten—for modern languages? If the hopes that were placed in the new linguistics and the new technology turned out to be premature, and the widening international horizons opened up by mass travel and the Common Market failed to kindle the expected enthusiasm for foreign language learning, must we resign ourselves to a gloomy twilit future of declining numbers and standards?

Most a large proportion of our children abandon language learning *with nothing to show* for the efforts they have made, while more and more of those who show promise at 16 plus turn decisively away from languages when planning their sixth-form courses, so that higher studies in universities and polytechnics dwindle, as does the production of the number of qualified teachers needed to sustain our effort to teach even one foreign language to all pupils, while employers and society in general look on with resounding indifference?

The apocalyptic scenario is easy to write. Everyone can summon up some anecdotal evidence of sullen indifference or even hostility among adolescents, of staff shortages leading to the withdrawal of all languages other than French, of a dramatic shrinkage of A-level classes, of unfilled places in polytechnics and the less popular universities, of export firms who see no openings for young people with language qualifications.

However, the alternative scenario is not difficult to write either. Work at Archbishop Michael Ramsey School, South London, and elsewhere has shown what enthusiastic and well planned team teaching can achieve in "difficult" inner-city schools; examination *entry statistics show the decline* over the last decade to have been relative rather than absolute.

In fact, CSE entries in languages have grown faster than the average while O and A-level entries in languages other than French have grown faster than French, which in spite of its continuing overall predominance has stood still while other curricular subjects have expanded at a much greater rate (see fig 1).

Higher education offers a rich divorsity of courses, many of which have keen competition for places, while the demand for special-purpose language teaching from students in other faculties is growing space. The recent RSA report on languages in industry shows that the firms which do employ modern language graduates predominate among the recipients of the Queen's Award. The series of multi-media language programmes produced by the BBC's Department of Continuing Education have been outstandingly successful. The booklets accompanying *Kontakte* and *Ensemble* have both headed the list of paperback bestsellers. There is perhaps no other curricular subject which lends itself to such conflicting interpretations—perhaps none in which there is a wider gap between the best and worst practice or deeper divisions of opinion on objectives as well as methods.

The oldest tradition, strongly entrenched at A level and in the older universities (including, by now, the first-wave civic universities), looks on language learning academically as a training in intellectual rigour and a necessary preliminary to the study of the high literary culture of the language community concerned.

Taking its values and methods from the classical tradition it attaches little importance to "mere" facility in speaking a language and *shows little interest in* everyday use of the language. It sees the learner's progress as a series of steps towards the more complete mastery of formal grammar, a steady extension of vocabulary. It uses English as its working language, keeping the foreign language at a distance as an object of study. It evaluates the student by the accuracy of his translations (often specially composed to present a series of traps and puzzles) and his ability to construct a sustained intellectual discourse.

From the time of Wilhelm Viëtor's celebrated call for reform about 100 years ago, the classical tradition has been under increasing pressure from the modernists, drawing on the findings of linguistics. This tradition aims to enable the learner to communicate effectively with other users of the language. It emphasizes the primacy of speech over writing and of everyday usage over literary culture.

The "crisis in modern languages" results to a large extent from the fact that the classical model commands less and less *acceptance in today's conditions.* Developed as a way of sorting sheep from goats in grammar schools, it appears to the majority of pupils in comprehensive schools to have little relevance to their interests and need. Yet its continuing hold upon many important centres of higher education means that language graduates are often equipped with values, knowledge and often skills remote from the realities of the classroom or the practical needs and demands of society.

This remoteness, or the corrosponding image in the public mind, goes far to explain the underuse of modern language graduates by industry, and also the proportion of modern language graduates entering the teaching profession, which is, by European standards, very low.

Those who do enter teaching find themselves faced with the need for a far-reaching reorientation of values, knowledge and techniques, which, being themselves the more *successful products of an elite-*forming system, they find both psychologically and—given the extreme brevity of postgraduate training—practically very difficult. "Mere" language teaching becomes a chore, relieved by literary discussion with a dwindling sixth form.

Fortunately, there are many signs that modern language teachers, advisers, inspectors, administrators and examiners are coming to a new consensus, and there is evidence of a new determination to tackle prob-

continued overleaf

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"Explicit objectives" continued

lems energetically and realistically. This new consensus is very much in line with principles worked out in some detail in a project of the Council of Europe since 1971.

It is agreed that languages are learnt for purposes of communication. We should therefore try to establish what the future communicative needs of the pupils will be, and spell out accordingly what the learner should be able to do in the foreseen situations. In *The Threshold Level* and the corresponding *Un Niveau-Seuil*, the Council of Europe has done this for the range of everyday situations likely to confront a visitor to a foreign country, and has explored in systematic detail the linguistic implications, not only in terms of structures and vocabulary, but also in terms of the ideas or notions we need to express and the effects we aim to produce (apologies, orders, requests, offers, threats, etc). Similar "functional-notional" specifications for Spanish, German and Italian are at an advanced stage and are expected to appear in the course of 1980.

Not all possible communicative needs can of course be satisfied, nor will all learners acquire the ability to communicate in the same way. The planning of a language course must pay attention to different learning styles and establish priorities, setting objectives which are not only desirable but attainable given the abilities of learners and the available educational resources. If this is done, we can set learners objectives which commend themselves to parents and pupils as practical and useful, attainable by the great majority of pupils in the short-term, and building up in a step-by-step fashion.

Perhaps the most heartening feature of the immediate prospect for modern languages is the extent to which this kind of planning has sprung up in many different parts of the country, by a combined action of teachers, usually working together with lea advisers, lecturers in university departments of education, teachers' centres or examining boards.

This movement, to develop a graded series of short-term explicit communicative objectives with associated tests leading to a public attestation, takes different forms in different places, as one would expect from local initiatives in our decentralized system.

Some, as the Lothian and West Sussex schemes, are explicitly based on Council of Europe specifications: others on the older but similarly conceived Nuffield defined syllabuses. Some, as in the South-West non-graded credit scheme, aim primarily at the less academic. Most attempt to cover the ability range, by varying the time taken over each stage, the number of stages or languages covered, the range of activities encompassed, or by allowing for a number of different levels of response to the same situations, as do the materials sponsored by the Scottish Consultative Committee on the Curriculum.

As is also to be expected, the schemes vary widely in the number of languages and levels or stages so far developed. The longer established pioneering groups, such as Oxfordshire and York, have developed up to three levels and are concerned with the interface between the higher levels and the 16 plus examinations.

Others just entering the field, such as the East Midlands scheme of which Dr Roy Dunning of Leicester University Department of Education has recently been appointed coordinator can derive much benefit from the experience of others by bringing all interested parties together from the start and planning for a highly flexible scheme adaptable not only to the needs and characteristics of learners but also to the established skills and successful practice of teachers.

The number of schemes has expanded rapidly and is still growing. Believing in the value of local initiatives, but also aware of the benefits teachers in one area can derive from the experience of others, and expecting that to sustain their achievements groups will experience a need to pool efforts in producing tests and materials, the Centre for Information on Language Teaching and Research organized in April a colloquy of representatives of some 40 groups together with members of the inspectorate, advisory services, examining boards and other interested bodies to exchange information and experience and consider future plans.

A committee known as GOML (Graded Objectives in Modern Languages) was set up to keep groups in touch. Assisted by a grant from the Mary Glasgow Trust, working groups are planned to look into such problems as those raised by higher levels, oral testing classroom methods and materials. The following list, from North to South, shows the geographical distribution of schemes currently known to be in operation: Lothian, Northumberland, Newcastle, Cleveland, Lancs/Cumbria, York, Leeds, Oldham, Gorton M/C, Sheffield, E. Midlands, N. Staffs, Shropshire, Dudley, Wolverhamton, Birmingham, Northants, Hereford/Worcs. Suffolk, Oxfordshire, Herts, ILEA, Archbishop Michael Ramsey, Hillingdon, Harringey, Barnet, Waltham Forest, Bromley, Kent, W Sussex, N Wilts South West (Credit Scheme).

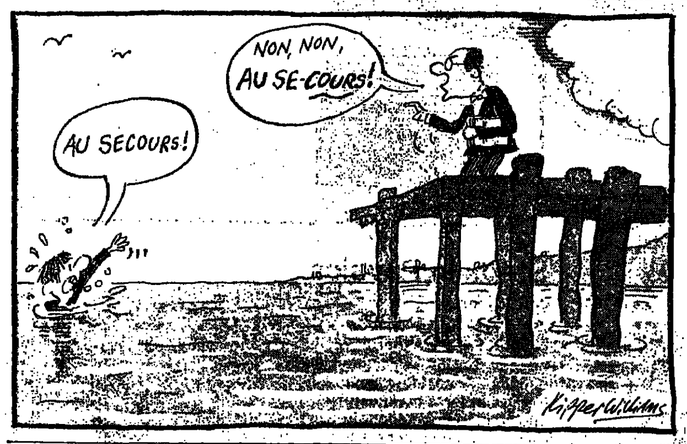
The GOML schemes offer an opportunity for tackling the notorious British reluctance to communicate with fellow-Europeans in their own language—even, as the recent inquiries of the British Overseas Trade Board and the Royal Society of Arts have shown, when our commercial interests are directly affected. Children can learn, in their first encounter with other languages, that if they listen carefully and reply simply, they can cope with routine situations. Communication with the foreigner loses its terror.

It will then be for the rest of our educational system to build upon this base, maintaining the communicative drive while refining and developing understanding, knowledge and skills to the levels needed for professional purposes, at the same time promoting the personal and social development of the individual.

To develop language education as a coherent system from the early grades through 16 plus and 18 plus to the professional diversification of further and higher education, with a related system for offering similar opportunities in adult education, is surely the challenge to our profession throughout the 1980s.

	FRENCH		GERMAN		SPANISH		ITALIAN		RUSSIAN	
	1970	1977	1970	1977	1970	1977	1970	1977	1970	1977
CSE	54,143	126,641	6,503	23,651	2,011	4,797	153	513	252	301
GCE O (Summer)	145,930	154,495	34,981	46,457	10,944	12,075	3,475	2,679	3,370	3,986
GCE A (Summer)	25,925	25,176	7,520	8,021	2,572	2,625	934	713	810	492

Fig. 1. Examination entries for England and Wales 1970-77. These figures are taken from Statistics of Education vol 2, School Leavers CSE and GCE, published by HMSO for Department of Education and Science.



SOMEWHERE TO TURN TO

A list of useful addresses compiled by Michael Buckby

There comes a time in every language teacher's life when he does not know where to turn for some information or advice on teaching materials, equipment, courses or travel grants—to name but a few. Most experienced teachers have built up a list of useful contacts and addresses. Frequently, however, those teachers who are at the beginning of their career and who most need to know of these sources of help are stranded.

The following list is offered as first aid for such an emergency. It is made up of addresses which I and other colleagues have found to be useful. It is obviously incomplete, however, and I would welcome any other sources of help which other colleagues have found particularly useful.

GENERAL

Centre for Information on Language Teaching,
20 Carlton House Terrace,
London, SW1Y 5AP

The Schools Council,
160 Great Portland Street,
London, W1N 6LL

The Nuffield Foundation,
Nuffield Lodge,
Regent's Park,
London, NW1 4RS

British Association for Language Teaching,
Glan Ffrwd,
Fernbrook Road,
Pennsylvania,
Exeter, EX4 6DS.

The Language Materials Development Unit,
Micklegate House,
Micklegate, York

Language Teaching Information Centre,
31 Harrogate Road,
Leeds, 17

Modern Language Association,
35 Lewisham Way,
London, SE14 6PE

National Audio-Visual Aids Centre,
254-6 Belsize Road,
London, NW6 4BT

Educational Foundation for Visual Aids,
33 Queen Anne Street,
London, W1M 0AL

Council for Cultural Cooperation,
HMSO PO Box 569,
London, SE1

Centre for Contemporary European Studies,
University of Sussex,
Falmer, Brighton, BN1 9RF

Central Bureau for Educational Visits and Exchanges,
43 Dorset Street, London, W1H 3FN

Scottish Modern Languages Centre,
69 Hilton Place,
Aberdeen, AB9 1FA

Treasure Chest for Teachers,
(Services available for teachers and schools),
The Schoolmaster Publishing Co. Ltd., London WC1.

BBC Publications,
35 Marylebone High Street,
London, W1M 4AA

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Service Culturel,
Ambassade de France,
22 Wilton Crescent,
London, SW1

Institut Français du Royaume-Uni,
14 Cromwell Place,
London, SW7 2JR

Association pour la diffusion de la pensée française,
9-11 rue Georges Pitard,
75015 Paris, France

Institut National de Recherche et de Documentation Pédagogique (INRDP)
29 rue d'Ulm,
75230 Paris, France

French Government Tourist Office,
178 Piccadilly,
London, W1

"Service Vacances",
Ligue Française de l'Enseignement,
9 bis, Passage de la Petite Boucherie,
75006 Paris, France

SOPEXA
(Société pour l'expansion des ventes des produits agricoles et alimentaires)
14 Berkeley Street,
London, W1

SEVPEN
(Service d'Edition et de Vente des Publications de l'Education Nationale),
13 rue du Four,
75270 Paris, France

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Michael Buckby teaches at the Language Teaching Centre of York University and is on the Executive Committee of the British Association for Language Teaching.

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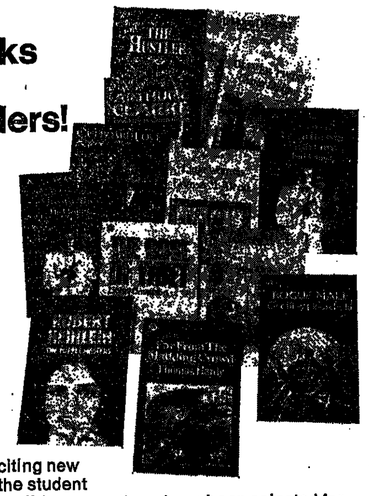

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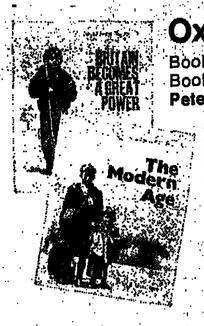

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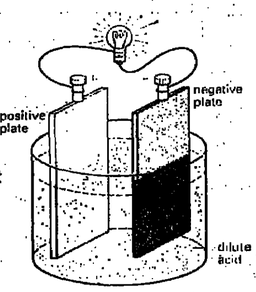

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'AWARENESS OF LANGUAGE'

By Eric Hawkins, Professor Emeritus, York University

Are we at last going to see the study of "language" take its place as the key to the rest of the curriculum in the 1980s?

I have been looking at some half a dozen syllabuses now being tried out in schools, aimed at "awareness of language". Teachers are feeling their way, trying various approaches and the exciting thing is that in many, not all, these sample syllabuses *the initiative has come from the teachers of modern languages*. It is they who have secured the cooperation of their English department colleagues in an effort to bridge the space between these two areas of the curriculum which ought to have so much in common, and which are so tightly sealed off from each other both at school and at university.

This alone would be a great step forward but the "awareness of language" approach offers two further advantages: a more effective attack on foreign language learning across the ability range, by giving all pupils the requisite "tools for learning language"; and a new "linking subject" where pupils in multiracial and bilingual schools can find common ground, which English could not offer.

In taking this initiative foreign language teachers are in part reacting against the parochialism of the Bullock report *A Language for Life*. Bullock, though in so many ways admirable, made no mention in all its 600 pages of the fact that the pupils whose language for life it discusses will also be studying a foreign language and that their adult lives will be lived in ever closer interdependence on a polyglot world. The Bullock solution of language across the curriculum turns out to be "half-way across the curriculum" only.

Now, in some schools, *all* language teachers are joining in Boards of Language Studies to explore approaches to "awareness of language". It is lack of this awareness, they believe, that lies behind failure to learn to read as well as failure to enjoy the adventure into a foreign language.

What is "awareness of language"? Margaret Donaldson, of Edinburgh University, has described it most sensitively in *Children's Minds* (Fontana):

"In the early stages, before the child has developed a full awareness of language, language is embedded for him in the flow of events that accompany it. So long as this is the case, the child does not interpret words in isolation, he interprets situations. He is more concerned to make sense of what people do when they talk and act than to decide what words mean. . . . What is going to be required in our educational system is that he should learn to turn language and thought in upon themselves. . . . He must become capable of manipulating symbols . . . the first step is the step of conceptualizing language — becoming aware of it as a separate structure, freeing it from its embeddedness in events. . . .

"Some children come to school with this step already taken, or at least already begun. They come with an enormous initial advantage . . . (but) . . . a great many children come to school not even aware that separate words exist—that the flow of speech can be broken up into these units. . . ."

Language awareness underlies what Jerome Bruner (i) has called "analytic competence" whose principal feature is that it "involves the prolonged operation of thought processes exclusively on linguistic representations . . . it is heavily metalinguistic in nature . . . it is studied little".

Perhaps we have not given enough thought to the demands that heavy stress on verbal learning in school makes on many children. As Bruner says: "The learning of language as communication is a qualitatively different activity from learning to use language internally as a technique of representation".

Another contribution to the debate on "awareness of language" is I. G. Mattingley's paper in *Language by Ear and Eye*. For Mattingley (ii) speaking and listening are "primary activities" for which we are all pre-programmed at birth.

Reading, however, is a secondary activity which relies critically on the reader's awareness of the primary activities. There is no innate capability for reading. Mattingley finds considerable individual variation in linguistic awareness, in contrast to the relative consistency of primary linguistic activity.

Without active linguistic awareness, says Mattingley, much thinking would be impossible. Versification, he suggests, depends on linguistic awareness while alphabetic writing requires a higher degree of awareness than logographic or syllabary systems. Mattingley borrows A. M. Liberman's phrase: "Reading is parasitic on language".

It is this secondary or parasitic activity that so many of our pupils never master. K. Gardner has estimated "25 per cent of pupils at present leave school insufficiently adept at reading to cope adequately with a daily newspaper".

Is the learning (especially the reading) of a foreign language also "parasitic" in Liberman's sense of awareness of the primary language activity? If so, foreign language teachers and mother tongue teachers can indeed make common cause.

It is this that makes the enterprise of the groups of teachers working on awareness of language syllabuses so welcome. Obviously there is much more thinking and experiment to be done and nobody would be satisfied with what has so far been proposed. The schemes I have seen all start at secondary level and this is much too late to begin. An adequate scheme would involve planning by teams of secondary, junior and nursery teachers and I would suggest three guidelines:

The work should begin at the pre-school stage, using teachers' aides as proposed by Plowden in 1967, suitably trained and in sufficient numbers to permit individual dialogue with children.

The syllabus should be progressive throughout the junior school and should link with the secondary course; this would mean that (as proposed by Bullock) *all* teachers at primary level and (I would hope) all foreign language and mother tongue teachers at secondary level, would receive appropriate preparation during their initial training. The syllabus would not be limited to the development of awareness of surface features and the manipulation of symbols but would learn from the work on concept formation of e g, "Concept 7-9".

The adventure into a foreign language is ultimately the best training in linguistic awareness in a multi-racial country and a polyglot European and world community. Indeed I do not see how awareness of the mother tongue could ever be more than partial unless the learner has felt what it is like to operate outside it. But many children need to be *prepared* for foreign language learning as the Burstall work showed.

We now have a start. Pioneering teachers have shown that mother tongue specialists and modern linguists can sit down together and plan a common syllabus. The first fruits of this must be the realisation that we badly need an agreed "metalanguage" in which to talk about language *with children*.

This would be a useful project for the National Congress (or a CILT symposium?). We can expect, too, some exciting developments in multi-racial and bilingual schools as the possibilities of this new shared meeting ground in the curriculum are seen.

Below are listed just a few of the classroom activities that teachers are working on. It is hoped to bring together teachers experimenting along these lines. May I ask schools working on language courses to write to me care of Language Teaching Research Project, Micklegate House, Micklegate, York YO1 1JZ.

Beginners:

Thinking with the Ears as described by Furth and Wachs (iii) (in cooperation with music teachers).

Experiments in communicating *without* language.

Practice with alternative writing systems (pictographs/braille) and signal systems (morse etc) and information coding for storage etc.

Comparison of phonetic and conventional spellings of common names and songs.

Games with "backslang" etc; verbal riddles and double meanings.

Progressive games with code cracking using numbers and letters.

Songs in European/ethnic minority languages, using simplified phonetic transcriptions.

District maps with place names traced to origins.

continued overleaf

An Italian mother tongue specialist at work in a Bedfordshire classroom.

"Awareness of Language" continued from opposite page

Later stages:

Progressive exercises in sound/rhythm/intonation discrimination.

Discrimination of similarity/difference in syntax patterns heard/seen.

Comparison of spoken and written language, spotting differences.

Comparison of dialects/languages of ethnic minorities spoken in school (which sounds does each group find hard to imitate? how do the stress and intonation habits of each group make comprehension difficult?)

Translation of e g creole popular songs into text-book English and vice versa as cooperative class exercises.

Notes by 5th Formers from own experience intended to help younger beginners in first steps in French.

Notes by older pupils from ethnic minorities intended to help younger immigrant pupils learning English.

Study of language acquisition by young babies (using video-tape and case studies) as part of "preparation for parenthood" courses for adolescents (as suggested in Bullock Report).

Making of linguistic maps of United Kingdom/Europe/World.

At 6th Form and FE stage

We may at last see implemented the recommendation of the SSEC in 1964 of an optional language element in the English paper at GCE A level.

References:
(i) Bruner J. S. *Language as an instrument of thought* in Davies A. (Ed) Problems of Language and Learning. Heineman 1975.
(ii) Kavanagh J. F. and Mattingley I. G. *Language by Ear and Eye*. M.I.T. 1972.
(iii) Furth H. G. and Wachs H. *Thinking Goes to School*. MIT 1975.

Eric Hawkins retired this year from the Chair of Education (Language Teaching) at the University of York. He was elected the University's first Emeritus Professor on his retirement.

A NATURAL COMPROMISE

By Robert Béar

Few people are satisfied with the present state of French teaching in secondary schools. One of the frequently asserted ambitions of Labour or Conservative governments is to raise general standards in modern languages. But HMI reports and other ministerial proddings can do little. What the situation requires is a thorough critical reappraisal by teachers themselves of their methods and achievements, and it is up to them to try to bring about the much-desired improvements. We can only be saved by our own efforts.

In previous *TES* articles (April, 1976, and November, 1978) I made these suggestions: eight to 10 periods allocated to French in the first two or three years; open-ended homework; French as an optional subject; priority to oral and choral work; learning through literature.

I now wish to make a few comments on what appears to me the topsy-turvy approach now in use in the classroom and to suggest a possible alternative.

Most French courses are devised round the dual need of building up vocabulary and grammatical knowledge. Superficially this seems sensible enough. So lesson follows lesson with concocted sentences and exercises to illustrate this or that grammatical point, this or that verb.

The content of such sentences seldom rises above the most elementary level, and the gradual unfolding of what are considered to be the various grammatical stages is drawn out over four or five years.

No wonder if, in these circumstances, the numerous intricacies of French grammar frequently result in a defeatist attitude among pupils and, at times, among teachers. Unpredictable genders, agreements, positions of pronouns and adjectives, verbs, verbs, verbs . . . not to mention those wholly uninspiring lists of words to be memorized, prove far too complicated and unbearably boring.

Usually these basic and rather off-putting hurdles are relentlessly tackled year-in year-out. After a long, long period of painstaking labour few pupils among those who stay the gruelling course, are capable of understanding a simple newspaper article or short novel, or of holding an ordinary conversation in that language.

Of course grammar and vocabulary are indispensable. What is in question here is whether one sets about it the right way. Is there not some confusion in our minds as to the actual meaning of grammatical rules? The very use of the word "rules" in this context is somewhat misleading, implying, as it were, that language like a game of chess or rugby has to conform to some instructions and be played according to them.

Actually, as we all know, language had been in existence long before there was any thought of rules. Grammatical rules, when they come, are an attempt, and nothing but an attempt, at explaining a living thing: *Le Bon Usage*. So-called exceptions and irregularities, in their hordes, are normal parts of the language that simply refuse to be encapsulated within those *a posteriori* rules.

True, the Académie Française, grammarians and great writers have, directly or indirectly, exerted some influence in bringing some order and logic into a chaotic state of affairs. The fact remains that French is still essentially fluid and to a great extent elusive. The fact remains, too, that French children like all other children live their language first. They study their grammar afterwards.

School-French strategy should therefore be a compromise between the natural approach of the native learner and the current totally artificial methods. This compromise would aim at familiarizing young pupils with the living language through a prompt immersion in it, say after a term or so, using lively texts and simple stories, *before* getting involved in the detailed study of grammar.

This study (with its accompanying drill) must eventually form part of any course, but it will be more meaningful and go down more easily if pupils can relate them to texts they have read and enjoyed.

As already indicated, the first term could serve for some intensive practice of French sounds individually and collectively, and for a first contact with some of the basic differences between French and English. Beginners should soon acquire some idea about the notions of gender and number, the parts of speech, agreements, the general structure of verbs and any other basic points deemed of major significance.

The purpose of these first lessons is not to lay a solid foundation (this will come later), but to promote a fuller awareness that learning a foreign language is tantamount to travelling to another land with different customs and traditions.

There should be no question in the early stages of a deliberate attempt to master anything before moving on. It is a fallacy to compare a language to a skyscraper, the building of which demands deep solid foundations, with the different floors being erected in the right order. There are no absolute gradations in apprehending the various problems presented by the different parts of speech or different tenses. I have heard a university professor or two hesitate between *le/la beurre*, *le/la mythe*, *un/une caractéristique*, and it could easily be argued that the perfect, future and other tenses of . . . er verbs may be learnt and retained more easily than say the present of *aller*, *boire* or *dire*.

The introductory period over, the numerous readers readily available should constitute the main part of lessons for the next two years or so. My own preference would go to abridged and simplified versions of well-known works, such as those in the Easy Readers series published in this country by John Murray.

I would occasionally alternate this rather sustained reading with shorter, practical and intellectually less demanding passages of a good course. Moving fairly fast one would return to already covered ground every three or four weeks, repeating this process two or three times.

At every revision the text would become more familiar, and with some guidance the pupil would notice and absorb more grammar and verbs. In ordinary life, too, in one's own language one covers the same ground again and again. This need not be either monotonous or wasteful. Far from it.

As the pupils know their texts better and better, the oral exercises on them can become more fluent and the written exploitation more varied and meaningful. One could begin to study grammar more seriously some time in the third year. When they reach the fourth or fifth forms pupils should be able to read without too much difficulty unsimplified French, in texts of their own intellectual level.

No teaching approach carries with it an automatic guarantee of success. Moreover, this short article leaves many questions unanswered. I do, however, believe that most pupils capable of learning and enjoying French would greatly appreciate it if French teaching were less infantile and artificial.

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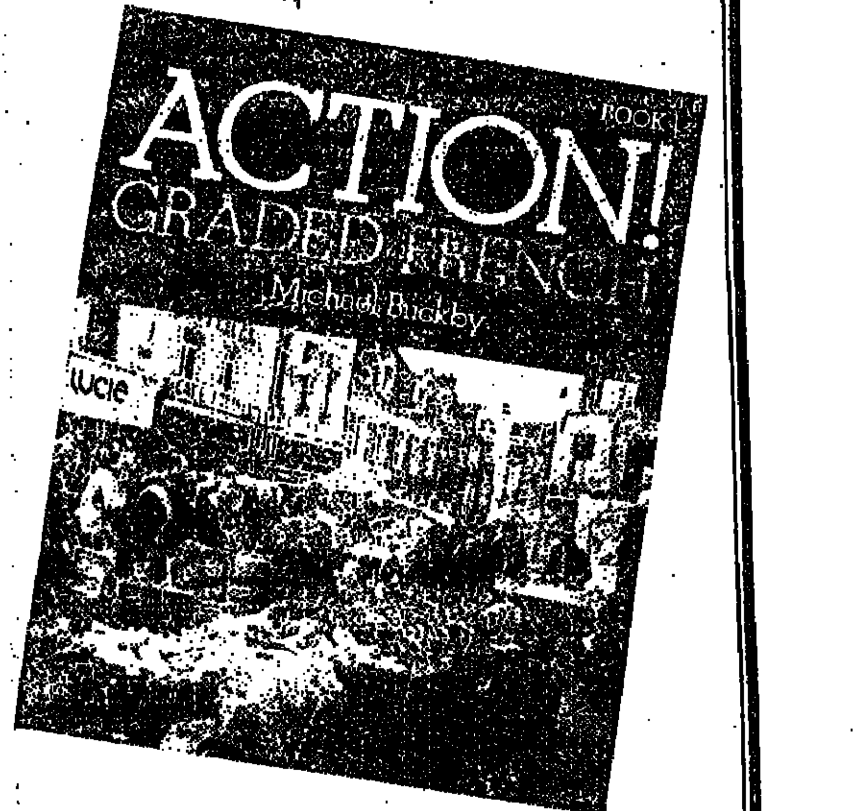

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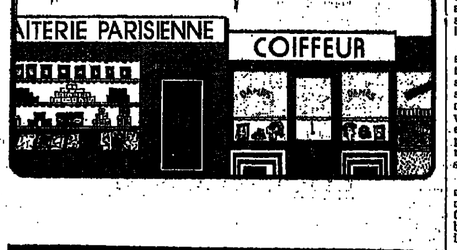

A QUESTION OF EMPHASIS

A sample study of the A level German language essay paper examined by R. J. Hare

The HMI discussion paper, *Modern Languages in Comprehensive Schools*, succeeded in promoting constructive debate around the country on the nature and extent of the problems involved in teaching modern languages.

In this debate, one point relating to sixth form practice and to the question of under-achievement has been the inspectorate's observation that there was felt to be "inadequate use of the foreign language, and this was particularly prevalent in advanced courses, at a stage where one might have expected the foreign language to be the principal vehicle of communication".

As one would expect, the authors of the paper are well aware of many of the reasons for the relative lack of communication in the second or third language:

"Pedestrian, over-cautious teaching and the natural eagerness to ensure good examination results combined to produce patterns of work in which the student was instructed rather than stimulated, encouraged narrowly to follow the examination programme rather than to extend his latent powers of independent work and thought. . . . Teachers frequently failed to fit the work to the student, omitting to take full account of previous studies and offering precisely the same educational diet to all students, despite a wide range of ability and a diversity of interests."

The language essay, or more accurately the type of question set, would appear to do little to encourage A-level pupils to employ their second or third language in the lesson.

One is drawn to this conclusion after conducting a small survey of the German language essay papers set by four examining boards, a survey which reveals that if one accepts the need to provide a variety of themes to cater for an equal variety of interests, the papers sampled would seem to be markedly deficient in such provision.

This survey has implications for all A level modern languages, since accepted practice in the setting of German essay topics is unlikely to be vastly different from that found in other foreign languages.

The survey covers 20 essay papers set, five each, by the four boards over the years 1972-77. On average the pupils had to select a title on which to write from a total of six questions.

Presumably the pupil was usually able to find something on which she *could* write from the list of titles, but was she able to find something on which she *wished* to write? This may be a most pertinent question for the teacher to ask, as its implications are central to much of the language that is taught and acquired in the sixth form.

A further question colleagues may wish to bear in mind while reading through the results of the survey is whether or not the essay paper would appear to be weighted, unintentionally but unfairly, in favour of a certain type of pupil with a certain type of interest.

The survey questions were put in ten categories:

1. A contemporary or future problem or scene.
2. A moral issue.
3. A personal visit to and interest in a German-speaking country.
4. The background of a German-speaking country.
5. A socio-political/socio-economic topic.
6. A philosophical consideration.
7. The Arts (and literature).
8. Hobbies and pastimes.
9. Sport.
10. A descriptive or personal recollection.

These are not the only categories into which essay topics may be divided but, for the purposes of the survey, they were felt to be sufficiently comprehensive to allow a clear picture to emerge of the general pattern of the essay paper.

Of course, it is inevitable that however careful one attempts to be when producing a small list of categories, there will be areas of overlap and examples for which it will be difficult to provide an exact location. For example, between categories 1 and 2 and 2 and 6, but the small number of doubtful entries was not felt to distort the general picture.

Below is a table containing an analysis of the types of essay set, paper by paper. The category numbers refer to the list already given. The boards have been lettered, not named, as it is not the purpose of this article to draw attention to individual examining boards, but rather to present data from which teachers may wish to draw their own conclusions and upon which they may wish to act, by working towards changes in the balance of future examination papers.

The 20 papers provided 122 questions, an average of 6.16 questions per paper, the pupils being presented with a choice from between four and nine topics.

Of the questions related specifically to German-speaking countries, Board C would appear to attach no significance to the pupils' experiences and knowledge of these countries, as it did not offer them a single such question over the period 1973-77.

In only six papers out of the 20 did the pupils have more than one such question to choose from, and in eight out of the 20 papers there was no German-specific question.

Boards A and D clearly attached far greater importance to such questions than did the others.

The arts provided the source for three questions out of the 122. When one remembers how involved some sixth form pupils may be with music, the theatre and the cinema as legitimate areas of experience in which they can often compete in knowledge and expertise with more mature adults, one may regard this statistic as cause for concern.

Hobbies and pastimes provided three questions only as was the case with sport; all three topics were linked to politics.

The questions on descriptive or personal occurrences were clearly an attempt to let the pupil write on something with which she was familiar, or which might arouse a strong reaction. With the exception of Board A, the use of such questions was sporadic.

There were 15 questions on socio-political and socio-economic themes, often linked with contemporary problems or scenes, of which there were a further 28 titles. Hence, there was a total of 44 questions related to the world, national and social scene, together with 13 questions on moral issues and 22 questions on philosophical themes, giving a grand total of 79 titles on themes (approximately two-thirds of the total number of questions), which were not directly related to the pupil's experience of a German-speaking country.

When one compares the 79 questions in these categories, with the 25 German-specific titles and the total of nine for arts, pastimes and sport, one may be drawn to the conclusion that the papers may well encourage a certain type of interest, to the relative exclusion of others. What is also clear is that the attitudes of boards to the categories of questions they wish to set differ considerably.

One notes that in 11 out of the 20 papers there were no questions at all on categories 8, 9 and 10 combined. Boards B and D attach little or no importance to these areas.

Reaction to this data from teachers with whom it has been discussed has been strong. While accepting that some of the areas more pertinent to the pupil's own experience, particularly with the realms of sport and hobbies/pastimes, might encourage examinee into story-telling reporting with little advance manipulation of language, relatively thought-provoking questions along the lines of:

Wie lasst sich die Vorliebe für Fussball erklären? Welche Vor- und Nachteile bieten Ihre Steckenpferde? Meine Berufswahl.

could be constructed to avoid such pitfalls.

If examination questions do inspire the desire to write, and simply rely on allowing the pupil to write, then the examination and the preparation for it may be argued to have become a little more. Narrowness of choice in the field of the language may risks taking away from the pupil the opportunity to write with ease-and-show what she is capable of in an area that interests and motivates her.

Not all students, even all A level students, are fired with enthusiasm for philosophical, moral and socio-economic issues—the major themes from which questions are culled. They may, however, be interested in their future career or they may have involving hobbies which they have pursued in depth. In such areas it is well possible to produce and write, using structures and lexis which are of sufficient complexity to be deemed of an A level standard.

Perhaps the reader will feel that something useful may be achieved by looking closely at the structure of the essay paper to which we submit our pupils and producing a pattern of greater relevance to his or she has done and will do. A pattern that will lend itself more easily to discussion in the foreign language, a pattern that will encourage the average A level candidate to speak and participate in the lesson, because he wants to and because he feels he has something of value to contribute, something outside the field of contemporary problems and moral, ideological and philosophical issues.

One can easily understand Her Majesty's Inspectorate are worried, when, for example, it is true that the German language essay paper would not always seem to be interested in the pupil's own experience of a German-speaking country.

What is also clear is that the essay paper presents a missed opportunity for pupils to write about what they know and want to know about, the teacher may feel constricted into the continuing use of English in the lesson, the examinees some chance of attempting to the sophistication of ideas implicit in the examination questions covered in this survey.

Rod Hares is head of modern languages, Rufford Comprehensive School, Notts, and publications treasurer of the British Association for Language Teaching.

Topics	Board A				Board B				Board C				Board D			
	1972	1973	1976	1977	1972	1974	1976	1977	1972	1973	1976	1977	1972	1974	1976	1977
Contemporary scene 1	1	2	2	1	2	2	1	2	1	3	2	1	1	2		1
Moral issues 2		1		1		1	1	1			2		1	1	1	2
Personal visit 3	1	1	1										2	1	2	
Background 4	2	2	2	3	1	1	1							1	1	
Socio-political/economic 5	1	2	2	1		2	1			1			1	1	1	1
Philosophical 6	2	1	1	2		1	1	1	1	1	1	1	1	3	2	2
Arts 7	1								1							
Hobbies 8	1								1							
Sport 9											1		1			
Descriptive 10		1			2								2	1		

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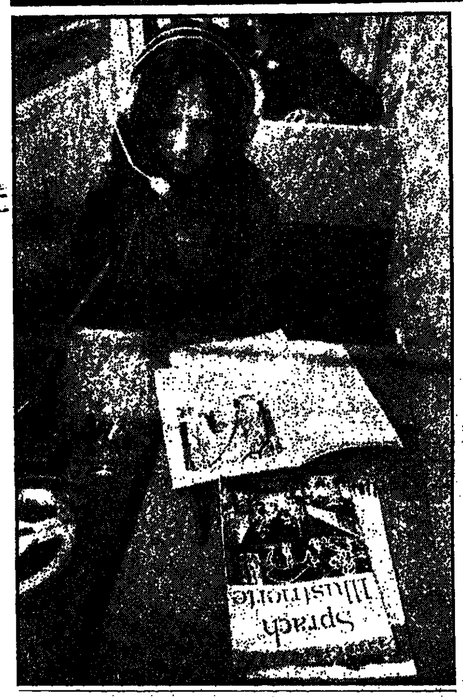

RESPONSES AND PERCEPTIONS

Colin Evans on the teaching of foreign literature

I learned Italian in my first year at university. After a term on grammar, we went on to lectures on Leopardi, and, I think, Carducci. At the end of the year we wrote critical essays and translated pieces of literary language. Some speaking ability came to me as a spin-off, but this was later swamped by the fluent pidgin Spanish I picked up on holiday in Ibiza.

I don't blame the Italian department for the fact that today I can't speak Italian. Their aim was to get me to read Leopardi, and they assumed that I shared their assumption that the proper reason for learning language was to read great literature in the original.

If Racine is studied in sixth forms, if A level under-rewards oral/aural skills, if studying French at university still means studying literature and doing prose composition (not exercises which has little to do with language learning but a lot to do with the rhetorical tradition of imitation or pastiche), it is because this university assumption is dominant throughout the system.

If there is a "crisis in modern languages" then the universities, who determine A level syllabuses and produce the graduates, have a responsibility for it.

The language-for-literature model is wrong for schools. When teachers are developing all four language skills, there is no way, in the time, that they can get any but the most exceptional pupils to a reading level which will permit an authentic personal response to complex literary language and experience. So, faced with the examination, what do teachers do? They translate and dictate notes. Neither activity has much to do with the enjoyment of literature in most of us know it.

I am not, of course, suggesting that reading should be neglected, nor even that imaginative literature should be made taboo. But material for reading should be assessed and categorised. We should ask, for example, to which community or group it will enable the pupil to belong. There should be a varied diet and no attempt to produce university-type literary criticism. My motto would be: "Down with literature and up with reading."

But what about the universities? It is tempting to assume that modern language students are there because they want to study literature and that they are authentic readers, capable of responding personally to the foreign text.

Both assumptions are questionable.

The university teacher's hypothetical student is a reflection of himself—a leisured, cultivated scholar and a man of letters. Real students try as they will, fail to give convincing impersonating of him (many of them have the handicap of being female).

The aims of these real students are legion. They want to get information, watch films, enjoy songs, discuss politics, sell things, negotiate, write love letters. They may not averse to reading Racine, but side by side with not-so-high literature. They have been known to read Balzac in English. Their private lives are not spent in book-lined studies.

That many students are indifferent to literature has been recognized by the various polytechnic courses which are basically non-literary. Some university departments, including my own, are diversifying. The core in the French department at Cardiff is literary. But there are examined options in French art, politics, cinema, history, geography, and there is an attempt to teach and examine systematically all the language skills.

A new degree in European community studies will start in Cardiff in 1980. The French elements will contain no literature, and the language component, which we are now developing, will be functional, owing a lot to communication exercises and simulations associated with management training.

What then is the future of foreign literature in the university?

It might be argued that the model satisfies some students. In future, those whom it does not suit will go to the polytechnics; universities may diversify but the model will still serve a minority, some would say an élite, for whom literature is the most important thing.

I am not happy about this. I believe literature is too formative and informative to be left to élites. That literature has been eliminated from many courses is a great loss. Language is not only for literature, but literature is one of the things it is for.

However, I am uneasy about the way in which literature is taught and it is this that makes me question whether students are indeed authentic readers.

Literature is taught as a body of knowledge or opinion transmitted to passive students by experts. The only teaching methods in common use are the lecture and the seminar (which is often a disguised lecture). Students listen, and respond with impersonal essays. In short, it is as if staff and students collude in not asking questions about the actual reading process and the personal involvement which lies behind the critical discourse. Everything is impersonal, objective and strangely unreal.

My objection then, is not to literature as a subject of study, but to this transmission model which is peculiarly inappropriate. The idea of a corpus of approved texts, so much ground to be covered historically, knowledge "out there" to be acquired, irrespective of the needs and situation of the acquirer, this might be right for a law student but it cannot be right for a student of imaginative literature.

What is right?

Every year for the past seven years I have organized at the University of Wales conference centre, Gregynog, a weekend colloquium at which staff, mainly from English and French departments, here and in France, have, in one way or another, asked this question.

The early conferences were about alternative critical approaches, the French "nouvelle critique", structuralism. . . . The teaching situation as such was not dealt with. Then in 1978 and again in March this year the subject was "The teaching of literature" and the paper-plus-discussion formula was replaced by a workshop approach. I should like to review, in conclusion, some of the alternatives to the transmission model which were demonstrated at these conferences.

In 1978 Jean Verrier, from the University of Vincennes, described the ways in which Vincennes had responded to the violent rejection of traditional teaching in 1968. The emphasis in Vincennes is on, the particular and varied ways in which each individual may read, interpret, make sense.

This year Jean Verrier sent a videotape of one of his classes. The text was a sonnet by Mallarmé and the students were asked to group words in the poem according to semantic fields. They moved from the obvious fields to less obvious ones and discovered, with some excitement, the openness of interpretation, the pleasure of the text. They came close to the creative process itself.

David Craig described his creative-writing course in Lancaster, and conducted a seminar in which a sub-group read pieces they had written and offered them for criticism and improvement.

I reported on a course I have been running using student-led syndicate groups instead of lectures or seminars.

John Broadbent from Norwich took the whole conference as his class and demonstrated the centrality of personal relationships in literature teaching—the relationship between members of the class and the relationship which each member has with the area of experience referred to in the text being studied.

The common feature of these demonstrations was that the expert-based transmission model was replaced by a student-based discovery model. Instead of transmitting or displaying his own acquired knowledge and experience the teacher sought to maximize the group's potential for creating knowledge and understanding, on the basis of authentic responses and perceptions.

Practised in this way, the teaching of literature is uniquely educational because both the subject matter and the teaching process involve whole personalities encouraged exploration of the self, of language and of the world.

Colin Evans is senior lecturer in French, University College, Cardiff.

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LIVING CELLS

Robert Bear

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Collins. £7.95. With thumb index £9.95 000 433479 5

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0 7100 8920 7

The publishers of the Collins/Robert and all concerned are entitled to unreserved congratulation for what will certainly prove, as it intends, "the most helpful one-volume dictionary for students, linguists and all translation needs".

The fields of human endeavour are many and various, and cannot be uniformly assessed by some Comparability Commission. However, I doubt if I shall be alone in lavishing praise on this remarkable Franco-British achievement, the result of 15 years of close collaboration between two teams from Collins and Le Robert.

As T. S. Eliot observed, "definition" is one of the most difficult words to define. Most words are living cells in a living body. The lexicographer has, so to speak, to perform a vivisection; in this case a double simultaneous vivisection. The authors of these 1,500 pages, divided into two equal parts, have carried out this demanding and faithful operation with outstanding success.

It is hard to know which to praise most: the deep and thorough understanding of both languages, the masterly skill in presenting the material or the efficiency in offering so much in this compact volume.

The honesty of purpose shines throughout. Very little space is wasted in margins, or between each letter section. The print is small but perfectly clear, with a most pleasant general layout. The authors have been intent on giving readers the maximum number of nuances with appropriate examples in current use.

An interesting new feature of this dictionary is a system of asterisks and daggers to indicate the different levels of style. The asterisks in particular will provide worthwhile warnings. While a single one shows that the expression is commonly used, but only in speech, by all educated people (*un être bidon, être pris, être chocolat, et panné et patatud*), three asterisks signify danger, with the unacceptable face of some innocent-looking words (e.g *baiser* . . . vt . . . (b) to screw). Students and teachers of all grades will greatly appreciate and enjoy this work, which splendid though it is must not be considered as definitive.

As Paul Robert himself points out in his charming preface: "*Cependant, il faudra poursuivre la tâche!, dans les années qui viennent. Car nos deux langues vivent, et il faut vivre avec elles.*"

In the technical world, too, the task of keeping up with the rapid changes and innovations is a never-ending one, at times a daunting one. For in addition to great linguistic ability the lexicographer must be endowed with a scientific and engineering turn of mind.

Educated at the Ecole Polytechnique de l'Université de Montréal, with wide and varied experience as a Civil Engineer in Canada, J. Gerald Belle-Isle is eminently qualified for such an undertaking. He amply demonstrates it in this revised edition of his English-French General Technical Dictionary, which first appeared in 1965.

The inclusion of "general" in the title is significant since its 800 pages do include a wide range of subjects such as commerce and banking as well as the main types of engineering and industry. While this volume cannot compete with narrowly specialized dictionaries, it will be found comprehensive enough for ordinary technical translations. Here, too, the typography is economical yet clear and the general layout attractive.

Autumn 1979 Publications

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David Holbrook

The author here returns to the topic on which he first made his reputation, the teaching of English. He critically reviews trends and developments in English and language education since the time of his own major influence in the 50s with his widely used books *English for Maturity* and *English for the Rejected*. He argues that English teaching has latterly gone dangerously astray, is to restore the imaginative element which has been ousted by particularly under the influence of the Bullock Report. His aim linguistics on the one hand and by a coarsening of literary values on the other.

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HUMANIZING FUNCTION

Charles P. Marie puts *langue* and *parole* into perspective

Foreign languages can rightly be considered a special case in the school curriculum. They are not just another subject but a means of communication. It is characteristic that countries like Holland, where a minority language is spoken have developed a form of second language teaching which achieves both academic excellence and fluency.

Learning a language entails, in educational terms, going outside oneself. This ambition is alien to a self-centered education where the wants of the child overrule the necessity of the subject. It is alien to an educational system where subjects are used for the integration of children in their social context rather than for their intrinsic value.

The humanizing function of modern languages learning having been granted, society must not look at this acquisition as a mere means to an end: travelling abroad or making money. We live in a world where understanding people is more and more important and where communication has become a must.

Entering into conversation with our neighbours allows for a mutual enlargement of views. Tomorrow's neighbours will be today's foreigners, whom we will learn to visit in their own homes and on their own ground in their own countries. French, German, English, Italian, Dutch, reflect the cultural impact of civilisations which are to a certain extent embodied in languages which do not quite coincide.

A considerable amount of sociolinguistics will have to be imported into the classroom so that a place is made for the outside world without always having to relate it to ourselves. We usually believe that our society is the centre of the world. We are willing gradually to widen our horizons in a pragmatic sort of way, but we are rarely prepared to immerse ourselves in the outer world. In a democratic society the privilege of the immersion through modern languages learning must be given to all.

Children should be encouraged to experience a complete immersion in a language. For the lack of a holiday in Colonies de Vacances or twinning of schools, or indeed of a foreign language residential course in the British Isles sponsored by the local l.e.a., the next best thing can be organized in the classroom or indeed in the gym, giving plenty of exercise to the vocal chords, the legs, the arms and the whole body, eventually attuned to unknown sounds, games, songs and commands.

Complete immersion need not be limited to the spoken word. Essay-writing in particular, based on visual material, recordings, on critical analysis of texts and on creativity, will soon become a privileged tool. Journalistic and literary texts will also be read for pleasure in and outside the classroom with an occasional exercise in the audio-lingual workshop and with tentative exploration in the languages of instruction. This should continue well into the sixth form to the exclusion of that hypnotic pitfall, the translation of set books.

The material read in the lower sixth will have to be relatively simple so that critical exercises are not impeded by language difficulties. As the students reach the upper sixth, they should now be able to benefit from a reading in depth of the set texts.

In my own experience, students tackled the recommended books only in the second year of the sixth form and they were capable of writing their A level papers in French. There was hardly any inhibition left by the end of the second year, and the results corresponded to anticipation. Not only were the students successful but they were fluent ever after, which is more important.

Of all objectives that can be set by an examination board or a university panel, the ultimate is communication, in the language of instruction. A balanced educational approach will depend on a good understanding of what Saussure called *langage*. For the Swiss linguistician, *langage* is made of *langue* and *parole*. *Langue* belongs, to space, it is finished, quantified, it can be filed, it is to be found in grammar books and dictionaries, it is dead: pieces of prose can now be translated.

The translation exercise may have been under constant attacks for the past 20 years or so; it is likely to continue to resist pressures. When you translate, you work from a dead structure into another dead structure. *Parole* on the other hand belongs to *durée* (in the Bergsonian sense), it is life and it illustrates a creative approach: aspects of *langue* now become useful and serve a purpose which is your ability to communicate.

Many teachers seem to think, however, that because they have not reached perfection in the foreign language they teach, it is safer to concentrate on texts which they find easier to explain in English. By concentrating their efforts solely on *langue*, they introduce an element of death into their own teaching. They would be equally faulty if they relied solely upon the audio-visual approach.

The question is not to argue for traditional methods against modern ones, or vice-versa, but to see the necessity there is to merge *langue* and *parole*. The linguistic synthesis must be the ultimate aim of any modern languages teacher. The following anecdote will show what I mean. I was recently told by a student who was about to graduate the following summer: "Why should you lecture in French and ask us to answer you in French since we are going to be examined in English?"

It is of course up to the teacher and to the validating CNAA panel to see that languages specialises are not turned into one-legged linguists. Too many courses still rely on the year abroad to give undergraduates the fluency higher institutes of education have failed to provide.

On the whole it is very difficult to turn out fully-fledged linguists, and every headmaster should realise this when starting his modern languages department. There are still too few good modern linguists on the market.

RIMBAUD

Robert Bear

Rimbaud. By C. Chadwick. The Athlone Press £8 and £3.50.
0 485 122103.

In the long line of the French poets of rebellion no one could symbolize better the irrepressible spirit of youthful revolt than Rimbaud. He wrote his best-known poem *Le Bateau ivre*, at 17 and his last work four years later. The myth that has surrounded this short period of intensive and extraordinary creativity has never ceased to excite the interest of critics and academics.

Much of his work remains enigmatic, and Professor Chadwick readily admits that "precisely what it is that Rimbaud is thirsting after is never explicitly defined". Indeed one is surprised to see in his comments a frequent use of such words as "incomprehensible", "incoherence", "illogicality" when from the start his subject made it clear that "*Le poète se fait voyant, par un long, immense et raisonné dérèglement de tous les sens*".

It is only half way through the volume that Mr Chadwick appears really to come into his own. As soon as he embarks on his long and at times brilliant commentary of "Les Illuminations" he becomes highly readable, providing most helpful interpretations to readers of this prose poem.

The chapter that follows on *Une Saison en Enfer* is equally enjoyable and useful. The detailed study of these two works elicits their principal themes of "Destruction", "Le nouvel Amour", "Recreation" and "Disillusion", tracing the evolution of the young poet from his anguished and rebellious search for the absolute, and "*l'amour universel*" to his final aspiration to "*pursuo his own solitary path towards true happiness*": "*Il me sera loisible de posséder la vérité dans une âme et un corps.*" In his own words and body as Mr Chadwick suggests, or in "*l'âme universelle*" the poet was so desperately trying to reach?

MAKING THE MOST OF THE NEWS

By Paul Hutchings

Following their successful experiments in broadcasting French and German television news during the past two years, the BBC is planning to give us more of the same in the new year, starting with news in German. French news is to follow in the spring.

A previous article (*Direct Confrontation*, Modern Languages Extra, November, 1978) suggested that these programmes were of particular value in "bringing alive" the country in question and stimulating interest in its actuality. Accordingly, there is everything to be said for once again simply watching the series and enjoying the benefits of exposure in this kind of stimulus.

Despite the undoubted usefulness of passive viewing, some staff and students may feel the need for further exploitation of this material. No doubt many teachers will have already experimented along these lines last time.

Clearly, there could be no question of BBC provision of accompanying notes or exercises for programmes that are essentially authentic live news. However, if time can be found and if something of the immediate news value of these programmes is sacrificed, it is possible to devise exercises which could help make more of those broadcasts.

Assuming facilities for video-recording and playback, programmes can be recorded, individual bulletins selected (preferably those relating to aspects of contemporary French or German civilization), exercises composed and the material exploited within a week of the initial transmission and before the broadcasting of the following week's programme. The slight loss of "newsworthiness" of the material within a week is amply compensated by the closer study made possible by this treatment.

One obvious application of this material is that of practice in listening comprehension. A problem arises, however, from the rather breathless speed of delivery of these news items. Unlike traditional comprehension exercises, they make no concessions to learners who may need to proceed at a leisurely pace or hear difficult passages more than once. Nor is there any time for writing long answers to convoluted questions.

How, then, are we to test comprehension? One method tried successfully last time was for the teacher, during a preview of the recorded programme, to select his preferred bulletin or bulletins and to note individual facts that lend themselves to questions about information-gathering.

Ideally, these facts should be salient to the main drift of the argument, but need to be clearly recognizable and simple. It must also be possible for the student to write down the answer in a matter of seconds. For this purpose, the questions are probably best written in English. Some questions could even be of multiple-choice format requiring the underlining of the correct answer from a number of given alternatives.

Whatever the style of the questions, they should allow rapid response. Students could then be given a questionnaire for inspection before completing it during the showing of the extracts under study. The latter could be played over more than once, if desired.

Even more detailed work on this material is made possible if these programmes are recorded on audio-tape from a previous video-recording. This can be done without noticeable loss of fidelity and is not technically difficult.

Surprisingly perhaps, the sound-commentary of televised news is often self-explanatory and stands on its own feet without reference to visual cues. In those few cases where the commentary does refer directly to a picture or object seen on television, this need not invalidate the whole exercise. Indeed, for some students, the lack of visual stimuli was felt to be an *advantage* —they were not distracted by successive images on the screen and could concentrate on pure sound.

Possession of an audio-recording therefore permits close listening as a follow-up to initial viewing. If used in the language laboratory, the taped commentary can be reworked by students at their own pace until the meaning is clear. This ensures that the students really get to grips with the speech component of the selected news item.

Given time and facilities, it would also be feasible to organize a multi-media "sandwich" of TV-language lab-TV, if this were thought desirable.

Sound-recording has another advantage for teachers. Devotees with time and energy to spare can take such a recording away and, if they so wish, work through one or more extracts to produce a transcript. This text may serve as a peg on which to hang further more searching questions (in French) or other cues to oral or even written work. Such a text would also provide a documented example of "telejournalese", the picturesque parlance peculiar to news broadcasting.

No doubt teachers will have found their own ways of making the most of these programmes. Whatever use is made of it, this series cannot fail to make a distinctive contribution to the existing stock of materials for the teaching of French and German.

Paul Hutchings is lecturer in French, Business Studies Department, Worcester Technical College.

OVER THE STUMBLING BLOCKS

Philip Lewis

German Grammar Topic Books. By Keith Todd and Peter Satchwell. Edward Arnold.
Book 1 The Indirect Object. 80p. 0 560 01980 7.
Book 2 Modal Verbs. 80p. 0 560 01981 5.
Book 3 The Imperfect Tense. 70p. 0 560 01982 3.
Book 4 The Perfect Tense. 80p. 0 560 01983 1.
Book 5 Prepositions. 75p. 0 560 01984 X
Deutsch in Wort und Bild. By Jane Berlinka. Book 1. Edward Arnold £2.95. 0 7131 0237 3.
A Simple German Handbook with graded exercises. By Peter Mann. Edward Arnold £1.75. 0 7131 0135 0.
Everyday German for Comprehension. By Ian MacDonald. Edward Arnold £1.10. 0 7131 0323 X

The facility with which the same pupils make precisely the same elementary grammatical mistakes in the sixth form as they did in their pre O level year is a phenomenon as depressing as it is familiar to the German teacher.

Admittedly, our sanity is saved by the happy exceptions, but far too many students continue to perpetrate linguistic howlers with reckless abandon. This stems from the imperfect absorption in the first two or three years of the key points peculiar to the German language.

Keith Todd and Peter Satchwell have been bold enough to devote five separate topic books to individual stumbling blocks. That a whole book should concern itself solely with the indirect object, for example, might seem at first glance an extravagant method of language learning. Given, however, that this grammatical concept is rarely analysed in our own language, yet is of rigid paramount importance in German, the value of such a book, compared with the conventional paradigm, is strikingly apparent.

The same applies to the other four thorny problems dealt with in this series: modal verbs, prepositions (a far cry from the familiar mnemonics and jingles), the perfect and imperfect tenses.

Each topic begins with a description of the analogous English construction and then, by means of explanatory notes, examples and completion tasks, comprehensively demonstrates the German usage. The sentences are lively, of direct relevance to the reader and in excellent idiomatic German. The illustrations are delightful and a skilful complement to the text. The authors have plugged a notorious gap in German teaching and their books should be in every classroom.

Jane Berlinka's *Deutsch in Wort und Bild* is an intriguing venture, patently the product of a scholar for what she terms "less academic children". In this and two succeeding books the author aims to hold the attention of CSE pupils by a combination of simple expressed grammar notes (refreshingly unlike those of a conventional course), amusingly original exercises, a profusion of drawings and illustrations and background notes touching on virtually every aspect of German life, including such diverse subjects as the history of Heligoland, the issue of *Wohlfahrtsmarken*, the hiring of a *Strandkorb* and a succinct analysis of the German educational system.

The illustrations are not a pleasant distraction but an integral part of the teaching material. Each new word or phrase has an English translation, but the quicker learner will gather meanings from text and illustrations. Points of language are commented on as they arise and follow no graded pattern.

This *ad hoc* contextual approach, though relevant to a particular chapter could well make it difficult for pupils to remember precisely when a particular point had been covered. There is an outline reference in the list of contents, but it would be of help if the grammar were tabulated and summarised, with page references, at the end of the book. This will be even more of a necessity in the next two parts of the course.

There are few concessions to vocabulary which is accumulated at a brisk pace and which involves the reader immediately in just the sort of expression which youngsters need and use.

It is a sobering thought that Peter Mann has deemed it necessary to devote Part 1 of *A Simple German Handbook* to an explanation of basic English grammar. Thereafter each section discusses an aspect of German grammatical usage which is followed by a series of related exercises.

The simplicity of these exercises belies the mature and unconventional nature of their vocabulary. The occasional mixture of German and English in completion exercises is not a happy conjunction nor is it in line with most modern teaching. For example "*Ich nahm meinen Regenmantel / instead of / my anorak*" and "*Because of the many diversions/kamen sie sehr spät im Büro an*".

The grammatical explanations are not always lucid: there are better ways, for example, of describing passive usage than by saying "The passive is used when the action done to something or someone is more important than the person or thing doing it".

This new handbook lacks the tabulated conciseness of grammar summaries and the fuller thematic treatment of language courses. It falls somewhere between and closely resembles the supplementary notes which teachers give their pupils in any case.

Ian MacDonald's aim in *Everyday German for Comprehension* is clear and unpretentious. The title summarises what is competently portrayed and tested in a succession of extracts from German advertisements, notices and newspapers, supplemented by straightforward vocabulary identification of expressions derived from the same sources. Answers in German are not called for but this in no way militates against the standard of comprehension needed to interpret correctly the content of an adroitly interwoven patchwork of life in Germany today.

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The lass with the confident air . . .

RAISING MORALE

G.E. Perren on intensive language teaching in school

What do language teachers mean by intensive teaching? How is it different from ordinary teaching? It might well be argued that all teaching should be intensive—that is, concentrated on clearly defined aims and demanding of hard work and continuous application. Clearly, however, modern language teachers mean more than this when they refer to intensive teaching.

Intensive Language Teaching in Schools, a publication in which a number of teachers describe their own interpretation and practice, indicates some of its common characteristics. First, it seems, there must be concentration of time, often into continuous blocks on the timetable, as opposed to a diluted drip-feed. There is an obvious advantage in avoiding long gaps between lessons, during which hard-won gains in such skills as speech are often eroded. Sustained concentration may consolidate gains without necessarily increasing the total expenditure of time on the whole course.

Second, there may be a concentration on particular modes of use or skills which need great practice—such as oral skills—for continuous periods longer than can be provided in a multi-purpose global course as conventionally timetabled. An important advantage is that pupils can see and appreciate their own progress and thereby increase their self-confidence and interest.

Third, and perhaps most important of all, intensive teaching may permit—or better still require—the use of a foreign language for some other purpose than merely learning it. The sheer boredom of many language classes lies in their repetitive and tedious practice or exercises, often cunningly devised to promote memorization for examinations, but which emphasize structural or lexical accuracy at the expense of the communication of anything of the slightest interest to pupils. Too often more attempts at communication lead to self-consciousness about mistakes in syntax or pronunciation, disastrous to confidence and initiative. Somewhere in the language teaching class there must be opportunities for pupils to use language as a medium and not merely to demonstrate it as a system.

A common claim for all intensive courses is that they improve the morale of both teachers and pupils when depressed by prolonged non-achievement. This is especially true for the so-called less able, often in fact the less interested.

One cannot too often recall that much language teaching in school depends on artificially contrived situations and that most people, given the opportunity, can learn languages far better out of school whatever their academic ability. Indeed there is evidence of the psychological value of holding intensive courses outside the normal school environment and associated with miscellaneous social activities.

Within schools, the most intensive language learning is possible, paradoxically, when the object is learning something else; that is, in *sections bilingues*. Here it is assumed that language is best learned through its use in teaching other subjects, combining learning, practice and purposeful communication at the same time. But there are only few examples in Britain of such a thorough commitment: *Mill Hill School has operated a section bilingue* since 1972 in which nearly half those entering the school now participate; Goff's School, Cheshunt, has one and Heygrove School, Bridgwater has tried it with mixed ability groups. In all cases the subjects taught (in French) are history and geography. In any such project, however, parental approval and support is probably essential for success and suitably qualified staff to maintain continuity must be assured.

There are less comprehensive ways of intensifying learning. A well-known example is Archbishop Michael Ramsey School, Camberwell, where a complex timetable reorganization has permitted additional and concentrated time for the teaching of languages, coupled with a modular syllabus to lighten the load on teachers. Naturally — and desirably—this entails some careful replanning of objectives.

In a number of schools periodic outbursts of intensity seem to be arranged for examination candidates, characterized by increased time rather than by any change in aims, syllabus or methods of teaching. More widespread, possibly because less disturbing to orthodox timetables, are intensive courses organized outside normal school classes but aimed to support or replace them. These may have the benefit of staff unavailable in the schools. Examples are provided by the work of the Language Teaching Centre at the University of York —a 900-year Russian course; for pupils from local schools which do not offer Russian, remedial courses for O level and CSE candidates, and the so-called reciprocal courses in French and English students learning each other's languages. The Somerset Language Centre provides French and German courses for sixth-formers and special residential courses are provided by LEAs and schools in Sussex and Lancs. Hertfordshire has organized residential courses in French for primary school pupils as well as for older children. Such courses are often the product of the initiative of l.e.a. advisers working with more enthusiastic class teachers.

All this seems encouraging. Many teachers involved, as might be expected, claim that such courses are successful and increase motivation, interest and achievement. The question arises: do they represent a flight from the orthodox mode of language classroom? A welcome change from routine can of course help to provide a flying start to new work, but it seems that the success so frequently claimed for intensive courses of all kinds deserves severe criticism of some "normal" class teaching.

No doubt the amount of time required for effective foreign language learning is consistently underestimated by curriculum planners—for by many language teachers. Overteachers inevitably attempt to increase learning time; most intensive courses are devised to do it in school or out of school. Language learning is very much the product of time spent at the task, and to this can be best spread or concentrated deserves more experiment than it usually gets.

Another question which will repay study is exactly how are the aims, content and techniques of language teaching are influenced by the customs of conventional timetabling. A high concentration of learning within a short period may be much more efficient than the more conventional learning spread across the secondary years. But this might involve a much tighter specification of objectives as well as a careful evaluation of potential achievement.

Intensive language teaching in schools, compiled and edited by E. W. Hawkins and G. E. Perren CILT, 1978.

G. E. Perren was formerly Director of the Centre for Information on Language Teaching and Research.

SENECA TO SASTRE

Hugh Whittaker

The Oxford Companion to Spanish Literature. Edited by Philip Ward. Oxford University Press £10.00. 19 866114 2.
Cassell's Spanish Dictionary. Cassell. £6.95. 304 52290 2.

Here is a new and welcome addition to the Oxford Companion series; a major undertaking of 630 closely set pages. Mr Ward's approach is bibliographical rather than historical, and his professional librarian's skills and training are clearly evident in his clear, compressed and purposeful style.

The literary span is wide: writers and their works from Roman days until 1977 . . . Seneca to Sastre. Mr Ward has given due attention to Spanish-American writing, especially that of the present. Portuguese is deliberately excluded; Mr Ward's claim to do justice to literature in the non-Castilian languages of Spain, Catalan, Galician and Basque, will certainly be challenged, especially by the Catalans.

The major appeal of a book of this size and scope will be to more serious students of Spanish at A level and beyond, and, possibly, to the un-Hispanised in search of quick facts and features. Such users will find their factual information easily, but they may be disappointed if they want background information on Spanish literary, ideological and artistic movements and trends. Outside the Golden Age, Mr Ward has skimped the treatment of literary schools and linked art forms. Contemporary history and politics also show gaps. Falangism may have been an empty creed to the Nobel, as Baker, and gives a synonym for "to have as liar", while the new Primo de Rivera, surely deserve a paragraph. So does the influential Barcelona school of historiography of the late Jaime Vicens Vives.

Modern writers are certainly in the majority as measured by numbers of entries, yet Mr Ward reflects traditional critical opinion by giving much the longest entry—eight columns not counting space devoted to his major works—to Lope de Vega. Calderón has four, Cervantes five and the Libro del buen amor four. No later writers, even Galdós and Lorca, break the three-column barrier.

Accusations of sins of omission must be the chief occupational hazard of reference book compilers: as for the other sort, the best I can manage is a request for a recount on the biography of the Galician poetess Rosalía de Castro, born in 1837 and married in 1820 (sic). Bigger and better than this will doubtless turn up for future correction. But the editor (why not compiler?) deserves congratulation, not castigation; this is a major, pioneering work of its kind and also a good read.

Another recent weighty Spanish reference work is Cassell's Spanish-English, English-Spanish dictionary. Anthony Gooch and Angel García de Paredes, both well-known in Anglo-Spanish circles, have collaborated on this new edition of a book that seems to have found its way onto the shelves of every public library in the land.

The dust jacket pronounces the dictionary to be completely revised and up to date. Shape and format support the first claim: at about 1,100 pages (plus verb tables and the like) it is about 350 pages less than its uncle True, type is smaller and closer set, but there has been some rigorous pruning of both individual entries and information. For many words, this is no loss: Old Cassell invites students to translate to have (haber, and gives a synonym for "to have as liar", while the new one, by suppression, consigns it to the Middle Ages where they long.

Economies have also been made by shortening the catalogues of words that appear, in alphabetical order, showing an obvious gain or subsuming some of them into a headword entry. This may cause confusion to Spanish-speaking users who will be less familiar with English pattern structures.

Everyone who has ever used a dictionary has complained about the problem of choosing the right one out of a long list of 30 or so, who has not, at some time, looked for a dictionary to the dictionary? Old-fashioned dictionaries of Spanish were, I think, among the most aggravating in this respect, no doubt due to the great linguistic richness of both tongues. The new Cassell, though showing a welcome improvement over the old, is by no means the best, in its size—and price range, at giving the clues in context.

Nor is it good on colloquial and slang expressions, and vulgarisms. This is a disappointment not only to prurient schoolboys but to serious readers of modern novels and the popular press. A great number of Spanish words have come under the taboo list in recent years; a new dictionary reflects this change to a limited degree. This is a pity since the compilers have taken great pains to include many modern business and technological terms. Dr Johnson has told us that dictionaries need longer to produce than other books; and it would be unfair to expect neologisms of the moment, but a lot of the new acceptable words omitted by the Cassell go back to Franco days. A dictionary of this size is an important investment for many levels, undergraduate or mature student; this one may be the latest, but the most generally useful still, in my opinion, Collins Spanish-English, English-Spanish Dictionary, 1971 Collins.

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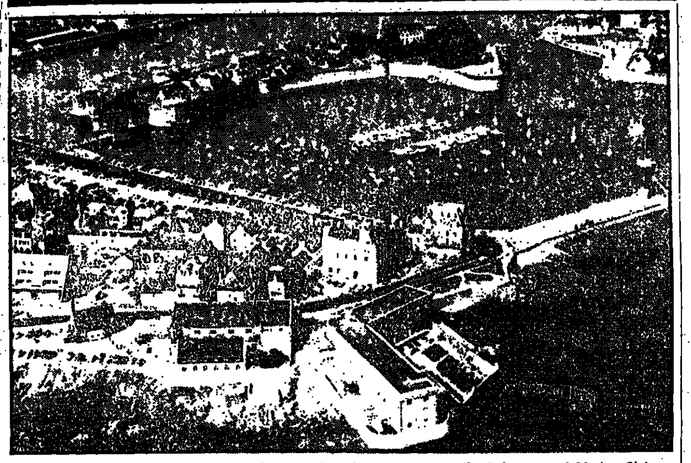


The waterfront at Concarneau. In the foreground, looking out to sea, The Laboratory of Marine Biology and next to it The Youth Hostel.

GONE FISHING . . .

Wilfred J. Perry describes a French project undertaken by students and staff of Rolle College, Exmouth

It is the practice in Rolle College, Exmouth, for first and second-year students to devote the last week of the academic year to some form of project work in their main subject.

In the French department each year we take our students to France for that week for an *étude de milieu*, a kind of environmental study now very popular among the French.

This sort of work fits in admirably with our particular approach to French studies. With an almost entirely French native staff, we conduct all our teaching in French. Indeed we like to think that rather than *teach* French at Rolle College, we *use* it at all times with the students to investigate things French, be it literature, language or institutions.

Recently we took some 20 students to Concarneau in Brittany for an intensive study of the fishing industry in that most delightful of French sea ports—so picturesque indeed that a small group of students from the art department accompanied us there with one of their tutors and produced some excellent paintings which were exhibited on our last day in Concarneau in the *Centre des Arts et de la Culture*.

On these "Mains Week" projects the pattern of work remains essentially the same: after careful preparation during the second half of the summer term, our students carry out their investigation mainly by means of recorded interviews with French people working in the relevant fields. The recordings are then summarized with the help of tutors (on this occasion there were two of us and two French assistants) at the end of each day. Questions of general interest, but still relevant to the topic, are dealt with in formal talks given to the students by invited speakers. These talks too are recorded and summarized like the rest. The students' findings are then written out and illustrated neatly on cards and these constitute the main record of our work.

On the last evening we invite all the people who have helped us (there were some 50 in all in Concarneau) to a formal reception at which the written work is displayed and a verbal account—dramatized and often light-hearted—is given of what we have learned in the course of the week. And since, for the French, "*tout finit par une chanson*", we end the evening with a little recital of French and English songs learned as part of our preparation for the visit. On this occasion it was on the theme of *The Sea*.

During the Easter vacation preceding the visit, I spent a few days in Concarneau to prepare the work. Most preliminary visits are of paramount importance. Initial contacts can be established by correspondence, but there is no substitute for an on-the-spot planning of the study.

A few months before, I had written to the mayor of Concarneau for names of people who might be willing to assist me in the project. We have always found it best to start in that way (*Mieux vaut s'adresser au Bon Dieu qu'à ses Saints!*). My letter explained in detail what were our objectives and what assistance we were looking for on the part of our French hosts. Then followed an interesting exercise in diplomacy. I have always found the French most willing to take an interest in our work and help us all they can, provided they understand clearly what is wanted, and that our approach is both tactful and businesslike.

Our first consideration, naturally, was to find suitable accommodation. The mayor suggested we stayed at Concarneau's youth hostel —which is delightfully situated on the estuary—and special arrangements were made for our reception there. The time of year (just before the beginning of the high season) made it possible, among other things, for meals to be provided for us there and for the normal chores expected of youth hostellers to be reduced to the minimum so that we would have more time to devote to our project.

We needed a large workroom, and one was conveniently found right next door to the *auberge de jeunesse*: a small library suitably furnished was put at our disposal in the research laboratory of Marine Biology (which belongs to the Collège de France). It was a truly magnificent room at the end of the building, with a view of the sea on three sides.

The deputy mayor gave me an introduction to the persons who were to help me plan the work and among whom I was able to find our main speakers:

M. Hervé Gloux, curator of Concarneau's magnificent *Musée de la Pêche*, the finest fishing museum in Europe; M. Le Bars, *Directeur de la Criée*, responsible for Concarneau's huge fish-action; M. Martin, *Administrateur des Affaires Maritimes*, who is the local representative of the government department responsible for fisheries in France. He turned out to be an impressive and charming gentleman in full uniform of the French Navy (the Bretons, incidentally, still refer to the navy as "*La Royale*", as it was known in the days of the *Ancien Régime*).

Other persons I was introduced to included the principal of the *Ecole de pêche*; the director of the *Centre des Arts et de la Culture*; the managers of a shipbuilding firm, a canning factory, and an ice factory; a leading *mareyeur* (fish wholesaler) and a fish retailer in the town itself.

All these people were eager to assist us, and planning the week's work with their help was a fascinating exercise.

The main talks given to the group in June were the following:

(1) The Port of Concarneau (M Huscoet, Directeur adjoint de la Criée).

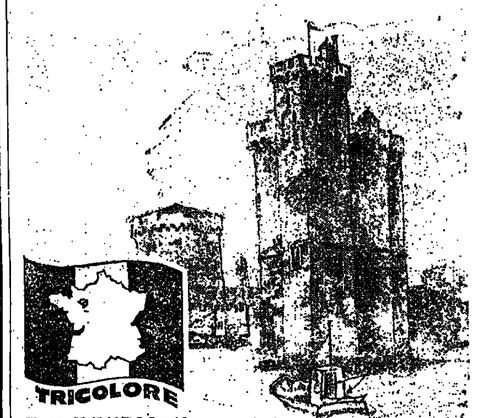
(2) The Fishing Industry in France, with special reference to Concarneau (M Mas, Administrateur adjoint des affaires maritimes du quartier de Concarneau).

(3) The Impact of the Fishing Industry upon the town of Concarneau (the Deputy Mayor, M. Argouarch).

Other activities involving the whole group included a midnight guided visit to the bustling *Criée* (where we witnessed the landing of the fish, its preparation for the auction, and the sale itself with all its curious rituals), a visit on board one of Concarneau's largest trawlers, specializing in tuna fishing off the coast of West Africa (Concarneau's most important source of income at the present time), and an informal discussion over an English cup of tea with a group of seamen's wives.

For two whole days the students went out in pairs with tape recorders to interview a variety of people connected with the fishing industry. Four students (brave ones these!) went out on an eighteen-

Continued overleaf



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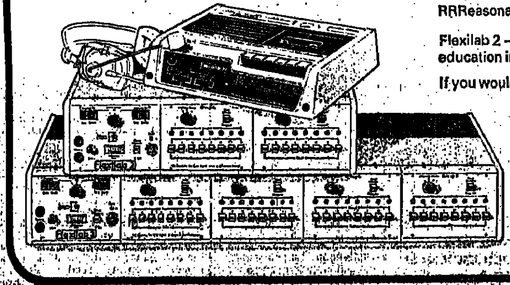

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Crew members of the "Etincelle" with whom students sailed on a fishing expedition.

"Gone fishing" continued from page 41

hour fishing expedition on a small trawler.

A wide variety of articles were written up by the students on the strength of the interviews and the lectures. A few titles will give some indication of the field covered:

- *Les Principales Pêches basées sur Concarneau.*
- *Les Méthodes de pêche hauturière.*
- *L'organisation de la Criée.*
- *L'Ecole d'apprentissage maritime.*
- *L'Impact de la pêche sur la ville de Concarneau.*
- *La Fonction du Laboratoire de Biologie Marine du Collège de France.*
- *La Journée d'un Mareyeur.*
- *L'Organisation des Affaires Maritimes du Quartier de Concarneau.*
- *Notre Marée à bord du chalutier L'Etincelle.*
- *La Pêche dans le contexte de la Communauté Economique Européenne.*

That last question, it will be seen, had to be approached with great tact, seeing that the British had unilaterally extended their fishing limits to 12 miles just a few weeks before to the detriment of Breton trawlermen.

It should be mentioned here that part of our preparation had been a brief survey of the British fishing industry. In particular we made a study of the port of Brixham, near us in Devon, in order to familiarize ourselves a little with essential technical matters (methods of fishing, names of fish, marketing processes, fishing laws and regulations) that would eventually enable us to understand more readily what we would see and learn in Concarneau. Valuable time was saved in that way, and the level of inquiry was consequently much higher.

Articles were also written about that aspect of our work, and those proved of no small interest to our hosts, eg:

- *Les Méthodes de pêche dans le Devon.*
- *Les Bateaux hauturiers ont délogé les Cornouaillais.*
- *Quelques difficultés des pêcheurs Britanniques.*
- *La Grande Bretagne refuse de participer aux nouvelles discussions sur la pêche dans le Marché Commun!*

Lastly, we were privileged to have with us a programme producer and a cameraman from the Devon Educational Television Services in Plymouth who worked alongside us in Concarneau making video-recordings for use in schools. The visual material produced will be used at different levels for lessons in both French and environmental studies.

I should like to put on record here the generous help we received from the people of Concarneau. The Bretons are proud of their heritage and we have certainly found them not as reluctant as some would think to share with outsiders their love of their land and of the sea.

Wilfred J. Perry is principal lecturer in French, Rolle College, Exmouth.

WARM WELCOME

Gertrud Seidmann

Bertolt Brecht. By Michael Morley. Heinemann Educational £3.00 and £1.40.
Brecht: Der kaukasische Kreidekreis. By J. M. Ritchie. Edward Arnold £1.25.
Geschichten und andere Geschichten. By Jo Hanns Rösler. Grade A Easy Reader. John Murray 60p.
Kein Schnaps für Tamara. By Hansjörg Martin. Grade B Easy Reader. John Murray 80p.
Das Feuerschiff. By Siegfried Lenz. Grade B Easy Reader. John Murray 80p.
Das Brandopfer. By Albrecht Goes. Grade C Easy Reader. John Murray 70p.

Michael Morley's introduction to Brecht is a quite remarkable feat: its mere 135 pages manage to give an account which is lively yet entirely serious and, despite its briefness, free from superficiality. He examines the working life and *oeuvre of an extremely important* writer who has already been the subject of an ever lengthening stream of lit (and pol) crit.

Fortunately Mr Morley shows himself to be far from overawed by either these works or Brecht's own, frequently contradictory, statements about his writings; he rightly warns against taking the *ipsa verba* of one always happy to shock the bourgeoisie too literally, especially when it comes to theoretical pronouncements, always a happy battleground for critics too unsure of their judgment to contemplate the works themselves. Mr Morley himself is happily free from such timidity: and while I strongly disagree with his assessments of the *Dreigroschenoper* and *Mahagonny*—the one dismissed as a pot-boiler, the other, in the view of one who has actually experienced it on stage, wildly overestimated as an opera—the total picture is judicious and impressive.

It is particularly welcome to see a lengthy discussion of the poetry and the poetic springs of the dramatic works, as it is to find the reasons for the complex reactions of audience or reader to *Mutter Courage* finely analysed. The introductory "literary biography" of Brecht is usefully supplemented by further biographical details in note form in the extensive "chronological table"; the bibliography is indeed select and as such presumably dictated by the format of the series.

Professor Ritchie's study of *Der kaukasische Kreidekreis*, in the useful Edward Arnold series recently revived is an attractive paperback. Addressed more specifically to the Germanist (Mr Morley, who quotes widely, provides his own translations in the footnotes) quotations here are rightly in German only: the author takes us through the play, beginning with its Chinese background, and discussing critical issues as the plot develops. A fine chapter assesses the relationship of "form and content"; this selective bibliography, referring exclusively to the play being discussed, naturally allows reference to such detailed studies as Mr Mathieu's *Zu Deutung der vorletzten Zeile in Brechts Kreidekreis.*

Like the first two works discussed here, the four little paperbacks from John Murray form part of a series of Easy Readers, in an international joint venture from publishing houses ranging from Stuttgart to Heisinki, Tokyo and St Paul, Minnesota. They show a welcome declaration of faith in the future of reading by language learners—a skill which has been sadly languishing in schools, judging by the dearth of such material from sales-conscious British publishers. All the books published so far consist of simplified and compressed adaptations of stories by well-known twentieth-century German writers, some authors of thrillers and light weight bestsellers, some in the authentic *Dichter* category.

There, precisely, lies the rub. All these adaptations are excellently written and cuts smoothly and invisibly mended; but while this is fine for Jo Hanns Rösler's jejune short stories, one's eyebrows rise at the inclusion of Böll, Marie Luise Kaschnitz, and particularly Goes's *Brandopfer*—the latter, in conformity with the series style, complete with illustration, a *Gasmaske* and end-of-chapter questions: *"Welchen Gruss hat man zur Hitler-Zeit in Deutschland?"* Still, remembering Graves, Dickens, and the no doubt beneficial effect of 100 Best Books on former generations of "readers", one must be grateful to see real print in neat little volumes marketed once more. *Lang lebe das Buch.*

MIXED ABILITY

Michael J. Smith

Start Writing French: Book 2. By George Varnava. Blackie £1.25. 0 216 90505 2.
Par la Bande. By J. P. Menting. Harrap £1.35. 0 245 53371 0.

George Varnava has become well known, first for his advocacy of mixed ability teaching in modern languages and then for his production of materials which are deemed to be suitable for this particular approach, willingly embraced by some teachers and reluctantly accepted by others, perhaps a majority. To his two volumes of *Multiple Choice French* Mr Varnava has added a companion series *Start Writing French.*

The thematic approach and linguistic content in both series are mutually compatible; whereas the earlier books practice reading comprehension in particular, this series encourages the pupil to use the vocabulary and structures which he has acquired. The passive becomes active. The tasks are graded in difficulty to allow pupils in homogeneous groups to tackle them systematically or for the teacher to choose exercises at an appropriate level for individuals in his mixed ability class. Every tenth unit of a total of 30 is a revision exercise.

Each unit consists of four clearly designated sections. The first purports to introduce the vocabulary and structures, usually through a picture or pictures and accompanying text, or through a menu or a selection of streetsigns. Some consist, however, of only a picture, which alone presents nothing of linguistic value. All verbs are in the present tense, apart from the almost essential *je voudrais/il voudrait* and, surprisingly at this stage, the use of *en* with the present participle. The second section is a written exercise deriving from the presentation: questions, free composition, jumbled phrases for passage with blanks to be filled. Then follows a written grammatical exercise on the principal linguistic point of the unit, with the inclusion of material from previous units. The final section is open-ended with a preponderance of project-type questions.

The author suggests that in the early stages pupils' written work should be illustrated and coloured and he contends that such activity helps in consolidation. Also of value is the suggestion that realia should be collected and displayed with the written French to support authenticity.

At the end of the book there is a well arranged French-English vocabulary, an interesting and useful feature of which is the placing of verb infinitives in italics, presumably to arrest the attention of the pupil who might otherwise give up when he cannot find the special part of the verb which he has come across in the text.

Strip cartoons are the basis on which J. P. Menting's approach to essay writing is hung. The drawings here are not French but no matter, because they are cartoons (without words) in their own right which are syndicated internationally. The book was first published in Holland in 1975 and, apart from a new introduction to English and a French-English vocabulary, is entirely in French, which may please the purists but limits its use to more able pupils.

Its rather loose structure, so helpful to all but the most highly motivated students, has under each cartoon gives a host of isolated vocabulary, a number of questions to be answered, or false statements to be corrected, and suggestions for a variety of extension activities. The French language is in places stilted ("Elle regarde que son mari fait") and there are some spelling errors; such as "traditionel" for "traditionnel" or, for teaching aid for CSE or O level essay-writing it is based on a fascinating idea, but is unrealistic and vastly inferior to such books as the *Racontes-Moi* of Pergamon Press.

Bernstein on the block

Argument continues to rage over the 'proper' connexions between language and the social structure of power

A. H. Halsey looks at the case for the prosecution

Education, Class Language and Ideology. By Noëlle Bisseret. Routledge and Kegan Paul £5.25. 7100 0118 5.

Basil Bernstein is here brought to book for grave offences against Marxist orthodoxy. Noëlle Bisseret is his lively, gallic prosecutor: the charges include epistemological error, misconceiving the link between power and language, and crime most heinous) membership of the bourgeois (ie dominant) class. Certain French accessories after the fact, notably Bourdieu and Passeron, are also arraigned and even more severely dealt with for their contradictions in discourse, falsely explicative statements, and violence done to facts. The prosecution, I hasten to add, is brilliantly constructed and, whatever the verdict, makes instructive reading for those who would understand the causes of differences in educational attainment, the role therein of language and the Marxist explanation of all things.

Nevertheless, my sympathies lie with the silent defendants. To be sure, we all begin from the same premise—a determination to find a social base for any human phenomenon; indeed, challenged to reduce modern sociology to a sentence I would say that it consists of the militant insistence that human behaviour is socially constructed. Sociologists thus translate ancient debate over the question of what is human nature into analysis of how consciousness and action are moulded by social experience. Miss Bisseret's forensic skill is directed initially to essentialist ideology and those who stand in the tradition from Gobineau to Eysenck appear first in the dock to be assailed for their scientific misdemeanours.

She carries the sociological attack into differential psychology, intending to destroy the concept of aptitude by tracing its history as a social misconstruction of reality. Seeking an alternative theory to account for differences in educational achievement, she calls Bernstein first to praise his pioneering work in establishing the importance of linguistic factors in scholarly attainment, but then charges him with failure to establish the proper connexions between language and the social structure of power. For her, class languages are explicable only as an aspect of class antagonisms, and language practices are a fundamental part of class identity. Class for her denotes *relations* of dominance (so that there can be sex classes, ethnic classes, etc, as well as those with the same "relations to the means of production"), whereas Bernstein reifies "the language" and has no theory of class.

As Miss Bisseret reads him, "the dominant class does not seem to derive its class position from the existence of the others: it represents a superior degree attained in the course of the evolution of the human species, and each human group is called upon to achieve the same level". But the idea that proletarians should be thought of as deficient in elaborated codes, or for that matter should be educated to acquire them, is a pragmatic reformism to be contemplated only by agents or captives of the bourgeois class.

By this time many readers will have followed me on to the other side. I had, in any case, been alarmed by her dogmatic opening assertion that "when one tries to pinpoint the historical conditions in which this system, explanatory of social inequalities, appeared and survived, one sees that it goes along with the formation of class society structures in which the economic dimension is given primacy." But what about educational selection in ancient China? And can we not trace essentialism to ancient Greece and Aristotle? What about the relations between the Tutsi and the Hutu in Ruanda? Can we really subsume all human experience under the modern history of Western Europe and the Marxist interpretation of it?

Then my doubts grew as Miss Bisseret's argument came to assume a polarization of society into two classes and a mechanically deterministic explanation of not only language practices but even psychic identity. It is Miss Bisseret's, not Bernstein's, class theory which is impoverished. Stratification is more than class: status and party are also about power and dominance. Moreover, Miss Bisseret's simplifications (including her inattention to the vast amount of individual mobility) lead her to confuse prediction about groups with assertions about individuals as when she tells us that "the minority of individuals who, because of their class and sex category, belong to the group which has economic, political and ideological power at its command, never doubt their capacities. It seems that male students from the dominant class have never questioned their aptitude for higher education".

In this way a good case is overstated. Reality is less easily described and explained. In the case of class, language, and educational performance, all the evidence points away from simple mechanical determination towards complex probability statements. And probability statements are as interesting for their deviant cases as for their predictive directions. Life, including the life of the tongue and the examination room, is understood better by gamblers than by mechanistic theoreticians. The dice are loaded—by class, by sex, by date of birth and even, perhaps, *pace* Miss Bisseret, by genes. Among these, the force of class is a major one: it affects deeply the structure of opportunity. The force of stratification is still wider and deeper. But neither make it possible to deduce automatically the fate of particular individuals. Class and status mobility is massive in modern society.

Finally, I would exonerate Bernstein for his alleged reification of language. Miss Bisseret's sketch of the linguistic rise of the bourgeoisie in nineteenth-century France is intriguing. But, at least until there has been much more linguistic analysis, for example, of the similarities and differences between French and English class dialects, we are just as entitled to hypothesise independence of language from class as to assume its dependence on the interests of the dominant class.

The Street Drain, 1890; one of the many outstanding illustrations in the new paperback edition of Colin Ward's The Child in the City (Penguin £2.95), a book which, said our reviewer last year, "brilliantly highlights a culture which extends from Battersea to Bangladesh".

Among this week's contributors:

A. H. Halsey is professor and director of social and administrative studies at Oxford University

Douglas Johnson is professor of French history at University College, London

Edna Mathieson is a research officer for ILEA at County Hall, London

Neil Phillip is writing a book about Alan Garner

David Self is editor of the newly published *Guidelines* series for O level and CSE English.

Richard Wilkinson is headmaster of Scarborough College

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Curriculum matters

Edna Mathieson

Theory and Practice of Curriculum Studies. By Denis Lawton, Peter Gordon, Maggie Ing, Bill Gibby, Richard Pring, and Terry Moore. Routledge Education £6.50. 7100 0028 6. £3.95. 7100 0029 4.

Thinking about the Curriculum: The nature and treatment of curriculum problems. By William Reid. Routledge and Kegan Paul £5.95. 7100 8979 1. £2.95. 7100 8980 5.

The contributors to *Theory and Practice of Curriculum Studies*, who were all, at the time of writing, members of the Curriculum Studies Department of the London Institute of Education, discuss the curriculum in the light of their respective disciplines —sociology, psychology, philosophy. These discussions, which cover the first half of the book, are followed by a section on evaluation.

The fact that evaluators never used, until recently, a combination of methods drawn from all the social sciences — psychology, sociology, history, social anthropology—continues to remain a source of amazement. The newest, and to my mind, one of the more interesting, areas of curriculum study—the politics of the curriculum—is the last to be discussed. Each chapter is usefully followed by an excellently annotated booklist.

There have been very few books that have discussed the curriculum specifically in terms of sociology, psychology and philosophy. In that respect, the book is somewhat unique, and long overdue; but the approach may also give rise to certain weaknesses—insufficient critical discussion, insufficient exposition of theories.

Denis Lawton, for example, says that, for Durkheim, "... the major function of education was to inculcate some kind of moral system without which no society could survive. . . ." This sounds, perhaps, fairly acceptable; but, according to my translation, Durkheim thought that education should be in harmony with the ideas and needs of society, and, in order to do this, society had to be examined to discover its needs. One is immediately aware of at least two difficulties: we must ask what is society, and we must make the underlying assumption that society is evolving in a desirable way. If this were not so, then, arguably, education should not be in harmony with a society's needs.

One of the most important points to make in a discussion of Piaget is surely that the phenomena we see in Piagetian experiments are culture-bound—the culture may very well determine not only the age at which concepts are formed, but whether they are formed at all. I did not see this mentioned.

Perhaps if these limitations had been made explicit at the outset such criticism would have been preempted. Along the same lines, it may have been worth mentioning (often!) that some of the theorists wrote in a foreign language, and not very lucidly. Consequently, their work can be open to the same kind of misunderstanding that arose over Bernstein's early work, and to which Denis Lawton refers. As most of the theorists are dead, they can hardly put right any misinterpretation, mistranslation or mis-emphasis, as Bernstein subsequently did.

The book is based upon a series of lectures for the Institute's Theory and Practice of Education Course. Therefore, the chapters in Part I deal only in a preliminary fashion with philosophical, psychological, sociological issues, which are elaborated upon in the following two parts. In effect, this means that one either experiences some disjointedness if one reads the book through, or one has to "jump" chapters to read an argument through—either of which, after a while, becomes a little irksome. Denis Lawton writes, in the opening chapter, ". . . one purpose of this book is to help practising teachers to clarify their own theory and practice . . .".

If some of these weaknesses are the price one has to pay in order to bring together three disciplines into one book, then one must ask is it worth it?

William Reid's *Thinking about the Curriculum* has achieved its purpose —at least, as far as one community is concerned. Quite coincidentally, I recently became involved in the setting up of a group in my own community which has just started to debate curriculum issues. McDonald and Walker's concept of democratic evaluation, ". . . the key justificatory concept (of which) is the 'right to know' . . .", helped to focus our ideas. Reid, in developing the concept further, as he does in this book, will also help us.

Reid takes the view that the community, not just professionals, should concern themselves with the curriculum. Indeed, one wonders just how helpful the professionals are, as Reid draws on the conclusion of the Urban Education Task Force Report to suggest that those involved in educational research have tended to avoid dealing with major learning problems, while others, for example, those concerned with the Schools Council's Working Paper 53, offered no data in support of problems which were not defined.

Taking this central thesis of community involvement, he discusses curriculum theory and research, curriculum change and the future of curriculum studies. One can only hope that members of other communities will also read his book.

Fencing for the fit?

David Self on adult education

Learning Networks in Adult Education. By Paul Fordham, Geoff Poulton and Lawrence Randle. Routledge and Kegan Paul £6.95. 7100 0112 60 £3.95. 7100 8968 6.

Learning Later. By Enid and Edward Hutchinson. Routledge and Kegan Paul £6.95. 7100 8952 X.

A Guide to Learning after School. By Michael Locke and John Pratt. Penguin £1.25. 14 02 2122 0.

Second Chances for Adults. By Andrew Pates and Martin Good. Macmillan £2.95. 333 26252 2.

The Poor Cousin. By Michael Newman. Allen and Unwin £5.50. 04 37400 2. £2.95. 04 374003 0.

For some, adult education means meditation for the middle class, continental cookery for the cultured and fencing for the fit; for others it's a desperate grabbing of O levels in the hope that such paper qualifications will unlock the door to a new career.

A succinct and helpful guide to this confusing world has just appeared in Pelican: *A Guide to Learning after School*. In clear and unadorned prose, it describes the whole sector of further education—evening institutes, further education colleges of all sorts, polytechnics and universities. It also outlines the various courses available, both non-vocational and professional. There are separate sections on Scotland and Northern Ireland, on industrial training, the independent sector and on money. My only fear is that a future edition might be very much slimmer.

While this book claims to point you in the right direction "whether you want to learn basic cookery . . . or do a PhD in astral physics" in his aptly named *The Poor Cousin*, Michael Newman concentrates on leisure learning. "French for housewives, old-time dancing, cooking or Yoga" may sound painfully old-fashioned, but Mr. Newman amply demonstrates that if these subjects are traditional, teaching methods can be varied and adventurous. He argues that necessity has indeed been the mother of invention and that this under-funded branch of education has pioneered trails that might well be followed by less responsive educators in other sectors.

This witty and well written book has much in common with a good television documentary: it is subjective, illuminating, and full of anecdotes. And it is not only about the less urgent areas of learning: Mr Newman describes the setting up of courses on citizens' rights, English for immigrants, sessions for the unemployed, and concludes with an hilarious account of an epic battle with Country Hall to establish a course in Gay Studies; "No sex please, we're ILEA."

I suspect that the authors of *Learning Later* might find Mr Newman a bit flippant. Their book is also a personal and partial survey of adult education but, in this case, especially of the "Fresh Horizons" courses at London's City Lit Centre for Adult Studies which were started by Enid Hutchinson in 1966.

We are told the content and the timetables of these courses, the age groupings of the students, the "stated reasons for joining", and the varying responses to the courses. All this detail may suggest that the book is of only parochial interest. It must certainly be admitted that there are times when the authors seem to have very little awareness of whom they are writing for (they ominously dedicate their book to each other) and they do chronicle every detail, salient or not, about their students and why they did or didn't drop out of a particular course.

However, this wealth of detail leads to a demonstration of the importance of the counselling element in this branch of education. Here, some might find the authors' attitude awkwardly paternalistic or even condescending, though it seems infinitely preferable to the humourless approach of the authors of *Learning Networks in Adult Education*.

This book describes a three-year "action research" programme designed "to increase the effective penetration of both responsible body and local authority adult education services in areas of urban overspill". As it is all about human ecology, people needing learning experiences and "complex and fluid situations", it is not surprising to read that "acceptance by local eyes of legitimacy for our kind of action research was not achieved at once".

Obviously the various forms of adult education should be available to as wide a cross section of the community as possible, but I suspect that new paperback *Second Chances for Adults* will be of much more practical help than this mixture of theory and polemic.

Second Chances for Adults is what its subtitle says it is: "Your guide to all kinds of education and training opportunities 1978-1980". It is a topical catalogue of all the providers of "second chance" courses from residential colleges to local radio via postal courses and the private sector. Besides being a veritable mine of addresses and telephone numbers, it also includes sections on the needs of particular groups of users and on grants and sponsorship. Although it may be a little daunting to those with the greatest needs, it looks set to become a definitive source guide of a disparate (if shrinking) sector of education.

Capital in the teacher's bank

F. W. Kellaway on CSE maths

CSE Mathematics. By A. Greer. 1. The Core Course. 2. The Special Topics. Stanley Thornes £3.15 each.

O & B Maths Bank. By K. J. Dallison and J. P. Rigby Oliver and Boyd 1, £1.95. 2, £1.95. 3, £2.50.

New Mathematics: Revision and Practice. By M. E. Wardle and C. J. Weeks. Oxford University Press £2.50 19 832617 3.

Modular Mathematics Organization Certificate Mathematics Units M1 to M12. Heinemann Educational £2.95. 435 50933 0

The familiar quotation "of making many books there is no end" is particularly appropriate to Certificate of Secondary Education studies.

There is little advantage to anyone in maintaining that this present batch of mathematics texts is vastly superior to the scores that are already on the market. They are, however, above average and there is a trace or two of novelty, of fresh thinking based on experience, that makes them worth attention.

The contents are generally stereotyped enough: there is everything to be expected in a CSE course. The majority of schools would, in fact, be likely to make a selection of the topics for the bulk of their pupils. Probably this over-abundance of material can be attributed to the authors' quite natural wish to have their books used as widely as possible. They have therefore had the needs of GCE O level candidates in mind as well.

Mr Greer, however, is more specific. He concentrates on CSE preparation, even though the end-result means that his scope is not all that different from other books of this genre.

Volume one is a core course, a revision course where "nothing has been assumed and the book starts from the very beginning with elementary arithmetic". There is an abundance of graded exercises, with every pupil expected to do the easiest, but only a few expected to solve the hardest. A useful collection of past examination questions, answers to all the problems, a glossary and an index complete this stage of the work.

Volume 2 contains "Special topics", 33 in all, ranging from logarithms to probability, graphs to surveying, navigation and topology. This is a big book (over 350 pages) with the work well covered, and once again there are many exercises for pupils to work.

The exercises are also a feature of the first three volumes of the O and B Maths Bank; (there is a fourth volume to come). As the authors explain, "these books are rather different from the usual mathematics text in that they contain almost no teaching material. They do, however, contain a wealth of questions". The suggestion is that the "bank" can "supplement any existing course in modern mathematics but it can also be used as a course book in its own right, leaving the teacher free to instruct in his own way".

The point is taken that classroom explanation is expected to precede the use of the various chapters—which between them should adequately deal with the normal CSE and most O-level work. Even so, occasional gaps produce surprises.

As a typical instance, a chapter on logarithms is headed by the instruction "where rounding off is necessary, round fives upwards". Pupils brought up on these books will doubtless appreciate that this is a sort of shorthand reminder of a previously learned practice. But reference to the procedure, early in book one, merely states "in this exercise 5s are to be 'rounded upwards' where necessary".

Points like this, needing a fairly lengthy exposition by the teacher, will puzzle readers if that explanation has not been given. But, of course, this merely emphasizes the obvious, that it is the quality of the teaching in the classroom that determines the ultimate benefit to be derived from any textbook, however good.

The same sort of caveat applies to the "revision and practice" volume from the Oxford University Press. It is divided into sections with standard headings such as quadratic equations, 3-D trigonometry, reflections, or problems using Venn diagrams, the total contents again covering more than is likely to be required in any one modern syllabus O level or CSE examination with modern options.

Incidentally, one welcomes the authors' forthright comment that "any such division is arbitrary and is not intended to raise questions about the subject or to contravene the philosophy of approach to mathematics that is implied in modern courses for schools".

The final book has been prepared by the "modular mathematics organization" which has already issued modules 1 to 36 as an introductory course. The units M1 to M12 are suggested as "particularly suitable for the Scottish S3 year". Units M13 to M20 will be available later, completing a plan to deal with the whole of the Scottish O grade (or, naturally, CSE, GCE O level or similar examinations).

The units occupy about 32 pages each, and all are available individually as are sets of "worksheet masters". The topics include similarity, vectors, straightline equations and graphs, transformations, the geometry of circles and trigonometric functions.

As with the other books, the work is satisfactorily selected and executed. Any could be used with success provided—and we come to the nub of the matter once more—the ability of the teacher is adequate.

The difference between a rut and a grave

Michael J. Smith on teaching French

Teaching French. By R. J. Hares. Hodder and Stoughton £2.50. 340 23195 3.

To read through the 108 pages of this book, even at two sittings rather than one, is to produce one of two reactions in the teacher of French. Either he will arrange immediately to give up all activities which are extraneous to his French teaching so that he can devote himself entirely to the preparation of the multitude of activities which he now feels his pupils must be undertaking. Alternatively, he will dismiss the book as being idealistic, unrealistic and therefore totally irrelevant.

Both the novice and the experienced teacher could with profit turn to *Teaching French* for reference when seeking new ideas. The aphorism that the only difference between a rut and a grave is its depth is relevant here.

In spite of the author's wide coverage of interesting matters this is not a complete manual for the French teacher. If by personal conviction or by the various strictures of his school his teaching approach is more traditional, he will find less help than will the proponent of mixed ability teaching and, therefore, of group-work and work-cards. These three topics occupy about two thirds of the book, which probably indicates where Mr Hares's sympathies lie, but is no objective proof that other methods or emphases are invalid. For the more traditional teacher the shorter (although in some instances more superficial) sections on general classroom and lesson procedure and on classroom display and decoration will have more to offer.

Both the author, a college lecturer, and the publishers have wisely recognised that many classroom practitioners will be suspicious of what may seem to be ex cathedra pontifications of someone who is no longer at the chalk-face. As well as giving the impression that group work within a mixed ability class is the only acceptable norm for the self-respecting language teacher Mr Hares's book also presupposes that we all live in an ideal world. Many a teacher will be tempted to laugh cynically when he reads of the time he must spend in preparing material when he finds that his classroom display material must occupy not only walls but also tables and cupboard tops (he has first to find room for 36 pupils with a desk and chair for each, remember?) and that his taped material can be prepared by the assistant (assistants in today's economic climate? You must be joking!)

There is much, however, that can be learned from Mr Hares, who writes with lucidity, conviction and humour. Many ideas, easily traced through the clear and comprehensive list of contents, can be gleaned and perhaps adapted to widen the scope of many French lessons.

Numbers up

David Sturgess

Teaching Numeracy: A manual for tutors. Terry and Christine Riley. National Extension College, 131, Hills Road, Cambridge 75p.

During the Adult Literacy campaign some students were also asking for help with numeracy. The requests for help varied from those who had very little number sense to those who wished to extend the knowledge to something like CSE or O level standard in order to compete for promotion. Even in our technological society it is possible to get by with less knowledge of number than of reading and writing so that it is possible that the demand for numeracy at the lower level would be less than that for literacy. It will, however, require a campaign similar to the Adult Literacy campaign to find this out.

Teaching Numeracy is full of helpful advice to anyone who wants to take on the task of teaching number to an adult, particularly someone who has had little if any previous experience of teaching. It deals mostly with a student who requires help with the basic four rules of number but has some suggestions for those with very little number sense. It does not deal with those who require to extend their knowledge but they would probably find what they needed at an FE college. Throughout the book emphasis is placed on relating the teaching to the experience of the student and the final chapter consists of three case studies showing how this can be achieved.

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Children's literature

Globe-trotting

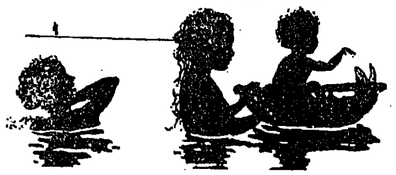
Neil Philip on folk tales

World Tales. By Idries Shah. Allen Lane £8.50. 7226 6860 0.

The Faber Book of North American Legends. By Virginia Haviland. Faber £4.95. 571 11038 X.

Campfire Tales of the American Indians. By Dee Brown. Chatto and Windus £4.50. 7011 2354 0.

At first sight, *World Tales* seems an interesting and exciting proposition: a sort of coffee-table version of Stith Thompson's *One Hundred Favourite Folktales*, lavishly illustrated, compiled by the distinguished Sufi writer Idries Shah. Unfortunately, *World Tales* has most of the vices of the coffee-table book and few of the virtues of Thompson's.



"The Lost Merbaby," written and illustrated by two sisters born in the 1980s, Margaret and Mary Baker, first appeared in 1927. It is combined with another fairy story of theirs, "The Wishing Nut Tree", in a new edition published by Kestrel (£2.50). The stories are charming and the silhouettes quite delightful.

It is, for a start, almost impossible to read. Size, weight and, particularly, typeface combine to make it a book to own rather than to use. Second, it is in many ways a sloppy piece of work, littered with ridiculous misprints. The short introduction manages to misspell Straparola, speak of the work of Chaucer and Shakespeare as "collections" comparable to the *Thousand and One Nights* or the *Panchatantra*, and commit the cardinal sin of calling Hans Christian Andersen a collector rather than a creative writer; the notes prefacing each story are only intermittently reliable or informative. Third, although some of the 37 illustrators, notably Peter Goodfellow and Fred Carver, have tackled the project with imagination, most of the illustrations are undistinguished when not positively repellent.

Some of the stories, for instance "The Royal Detectives", are bowdlerised, and others are changed in damaging ways. In "Childe Rowland", taken from Jacobs, "the land of Fairy" is here "the land of the Fairy", and "Strike then, Bogie" becomes "Strike then Bogie (Goblin)"; less forgiveably, the beauty of "Tom Tit Tot" is destroyed by the abandonment of the Suffolk dialect. Similarly, in "The Mastermaid" the expressive "you've not sucked this knowledge out of your own breast" becomes "you've not got this knowledge out of your own mind", and the speeches of the first and second drops of blood are silently, and ruinously, omitted.

Although there are some good stories here, Shah is over-interested in the possible didactic uses of tales, their "inner meaning", and too little concerned with questions of language, and the problems of presenting oral material in literary form. The effect of this editorial policy is to give the impression of a bland homogeneity rather than a stimulating variety in the human imagination. In showing that men of all countries and all times have enjoyed essentially the same stories, the editor has often lost sight of the very elements which make a telling striking or memorable.

It is unclear why these particular versions have been selected. Shah's "Algonquin Cinderella", for instance, taken from the version collected by the Rev Silas Rand and printed in C. G. Leland's *The Algonquin Legends of New England*, is infinitely inferior to the version, also collected from the Micmacs, given in Cyrus Macmillan's *Canadian Wonder Tales*. This vivid and poetic version is the one chosen by Virginia Haviland (who uses Leland's book elsewhere) in her excellent *Faber Book of North American Legends*. Both this and Dee Brown's *Campfire Tales of the American Indians* are models of their kind; in both, unlike *World Tales*, sources are meticulously noted.

The Faber Book of North American Legends is particularly successful because it is not limited to Indian tales, but also includes a generous number of Negro stories, Americanized versions of major European tales and that American speciality, the Tall Tale. This makes room, among many delights, for a vigorous and humorous version of "Snow White" from Kentucky, "A Stepchild that was Treated Mighty Bad".

Unlike Virginia Haviland, Dee Brown has retold all the stories in his collection. He has gone back to the field collections of anthropologists for his stories, and retold their academic translations simply, with sensitivity and a due regard for the nature of the material and the cultures it represents.

Together the two books provide an admirable introduction to the American folktale. Haviland's is the better balanced collection, and it includes, I think, the better stories; but children who have enjoyed Dee Brown's *Wounded Knee* may well find his book more tempting with its frontpiece reference to individual tribes and named braves and its selection of stories about the coming of the white man.

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Building bricks to numeracy

P. C. Davey on primary maths

Mathematics for Schools (Second edition) Teacher's Resource Book. Level 1. £5.00. Books 1-7. £4.70 a pack of ten. Parent's Booklet. £1.25. Addison Wesley.

Numbers and Words. By Aileen Duncan. Teacher's Guidebooks 1 and 2. £2.50 each. Workbooks 1—8. 40p each. Ward Lock Education.

Key Maths. Level 2. By A. Griffiths. Books 1-4, 80p each. Oliver and Boyd.

These are the first of a series of eight pupils' books for the seven to 13 age range. Aims and course construction are not discussed, but the contents reveal mathematical ideas commonly found today. The most effective illustrations, the clear lay-out and pointers to working methods gain significance from the use of a second print colour.

The teacher's role is unassuming but it is possible to discern valuable materials to introduce and to working processes to emphasise. A spiral sequence is effectively applied, as with numerical processes, money and measures, while geometrical ideas, patterns and graphical work open up interestingly. Some checking-up material appears, but a Teacher's Book is missed.

Overall, it is professionally assuring to find expressed generally the view, firmly presented in *Mathematics for Schools*, that the must be adequate introductory work, practice and application children are to become numerate. Some 200 teachers of infant and remedial classes contributed to this interesting new series, which has much to commend it. The Guide Books pin-point the importance to the 5 to 7 years of integrating their growing mathematical vocabulary with skills and concepts developing from experience. The recommended approach is through the use of concrete materials, always enriched by oral discussion. New Key-Words are illustrated simply page by page. Ability grouping is valued, and diagnostic tests are included. The course work (in number, measures, shapes, pictorial representation) is carefully cross-referenced, but the stimulating teaching guidance offered is not over-controlled. The Guide Books are printed and presented with admirable clarity.

The Workbooks, in monochrome, are boldly printed, but an occasional page seems overcrowded. For maximum working value the detailed Guide Books' topic advice is essential reading. Sets receive a simple yet adequate treatment for the scheme unfolded in which topics are systematically explored in a spiralling sequence.

The modifications to this series apparently reflect contemporary thought in their increased attention to consolidating work in the four basic operations and their applications, and in providing systematic check-ups to improve individual assessment. The Resource Book of 309 packed pages records the unchanged basic principles, considers aims, and unfolds the course structure. Part 2 offers the most comprehensive exposition of the Pupils' Book Course, after concentrating on essential introductory work. It comments on immediate objectives at every point, illuminates the mathematical content and concepts involved, and ends with follow-up activities. Part 3, with a useful glossary, completes a volume of breadth and quality, abundantly helpful, aimed at high—to some, demanding—standards, yet essentially realistic in classroom possibilities. The neat bi-coloured workbooks are not basically changed. Level 1 Books build the bricks essential to the complete course.

The 32-page Parents' Booklet is similarly well-produced. It summarizes the aims and the progression of the whole series, outlines how it is used, offers examples and comments sagely on "How can I help my child?".

A bridge from Oxford to Roscoff

Hugh Whittaker

Entente Cordiale. By Jean Aun Naylor and Ewen Bird. Hodder & Stoughton. Pupil's Book 95p. Teacher's Booklet 95p.

Au Courant. By S. Moore, G. F. Pugh, A. L. Antrobus. Longman £2.95.

Entente Cordiale is mainly for those pupils whose relationship with the French language, through inclination or ability, is less than cordial. Some would rather have these pupils drop French; others soft-sell it under the brand name of European Studies, alias Concorde and Camembert. Oxfordshire is one of a number of L.e.a.s to tackle the problem more positively, and this course book is based on material used in their new Achievement Certificate course.

The subject matter is a series of events experienced by an Oxfordshire family, the Cowleys (can you guess Dad's job?) on their camping holiday near Roscoff; their sitemates are a family from Morlaix. The story, in 10 self-contained, non-graduated episodes, is on tape or cassette (£14 plus VAT), and the pupil's book expands on it, with follow-up project material and ideas.

The joint authors are on the defensive about the English-French mixture used by the English family, which reads like the funny-voice stuff beloved of the fourth form. But the pupil's book is interesting, and—at under £1—good value, with above-average illustrations. Someone should have spotted *c'est gentille* which comes twice on one page.

Entente Cordiale is also the heading to the introduction to *Au Courant*, by the team who gave you Longman's Audio-Visual French Course. But this is an advanced course, consisting of 10 topic-based *dossiers* divided into three *leçons*. Level 2 is to follow, and together they comprise a self-contained course to A level; there is supplementary topic material and accompanying tapes.

The practice material looks interesting, authentic and contemporary—the established Longman O level format and style are in evidence, but the maturity gap has been bridged. For the conventional school and college A level class I recommend the course, or at least this first half, without hesitation. But it will need very skilful selection and presentation if it is to be used without tears by O level resits and the "new sixth", as the authors propose.

In line with current ideology, direct translation into and from French plays a minor role, the prose passages being subtly infiltrated at intervals; there is, however, scope for unseen translation of the journalistic extracts that begin each *leçon*. The authors have compiled large quantities of material for comprehension and manipulation, and aural practice is provided on tape. A short, terse compendium of grammar, including verb tables, and a selective vocabulary list with supplementary questions conclude the book.

Playthinks

David Sturgess

Entering the World of Number. T. Green and V. J. Laxon. Thames and Hudson £4.95. 9 01196 6.

This carefully structured book is designed to help parents and teachers introduce to the pre-school child basic concepts on which number skills can be built. The authors have designed the book round "lops" and "playthinks". Lops is short for learning opportunities, and these are situations which enable a child to move forward conceptually, although it is emphasized that these are not hoops that the child must be made to jump through. Playthinks are situations with toys or household objects where, whilst the child is playing, he has to think about what he is doing.

In the final chapter the authors say "If you have followed the sequence of lops and likes and thought set out in this book you will have discovered that teaching is an exceptionally demanding business when taken seriously". I fear that many parents may find the demands too high as this book is definitely not a quick recipe for producing mathematical geniuses at five years of age and has to be used very seriously.

WELCOME BACK

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Which microcomputer?

In the first of two articles on microcomputers in schools, A. K. Hennessy and P. Kingsland discuss what teachers ought to look for

The microprocessor revolution is happening so quickly that computing power, which until last year was under the control of sophisticated data processing departments with dozens of highly-trained technical staff, is now available to teacher and school at reasonable cost.

For the teacher of computer studies, this is an important year. Many teachers and heads are taking a completely new look at their provision for computer studies in the light of the newly available microcomputer facilities. At the same time, the "revolution" is so new that much of the terminology and many of the technical considerations are unfamiliar. There are three questions that most teachers ask us:

- What does the terminology mean?
- What facilities are suitable for schools?
- What is available?

The Processor

All computers have a processor, sometimes called a central processor or CPU. It is the "thinking" part of the computer. The microcomputers are constructed from microprocessors, in which the complex functions of control and information handling are put onto silicon "chips".

A glance inside the microcomputer processor unit reveals neatly-arranged rows of squat black centipede-appearing objects; these are the integrated circuits or ICs containing a silicon chip". There may also be several larger integrated circuits, one of which will be the microprocessor.

Most microprocessors come from the United States; ones in common use at the moment are: 8080A, Z80 (a faster and more versatile version of the 8080), 8085, 6502 and 6800.

The teacher can be misled into thinking that a faster microprocessor means that the microcomputer will function faster, but speed is determined by a combination of factors, of which the microprocessor components are only one. Any of the above microprocessors will function adequately for schools requirements.

The memory

Computers also have to have memory, in which instructions and information are stored during processing. There are two types: random access memory or RAM and read only memory or ROM. This is used to store the instructions and information that are to be changed, such as programs and data, during processing. Read only memory is used to hold instructions and information which remain the same, such as the instructions that convert programs into machine code and the information needed to set up the computer for running.

Any information stored in RAM will be lost when the computer is switched off, while information stored in ROM will be retained. Some computer memories have a battery standby power unit and can therefore retain information for short periods during mains failure. In most systems it is possible to have additional memory installed at a later date.

The memory size is only one factor in determining the storage capacity of a microcomputer; of equal importance is the system architecture and the way in which it handles the stored information. The minimum memory size for schools use would be 8K RAM for pupils' programs, games and demonstration material.

Backing store

For a computer to be able to handle various programs and reasonable amounts of data, and to avoid losing them when a new program or new set of data is put in, backing store is needed. Ordinary magnetic tape cassette records can be connected to most microcomputers but this method of backing storage is usually quite slow with high error rates (although there are one or two quite reliable tape systems such as the built-in cassette in the Commodore PET).

Much faster and more reliable is the magnetic disc—usually the "floppy" disc which is made of plastic—which can store anything from 70,000 to 500,000 characters (sometimes called half a megabyte).

The Keyboard console

The user usually communicates with the processor by keying in commands and information on a console or keyboard. Keyboards vary from those that have numbers and a few letters (unsuitable for schools use) to those with 265 possible characters and symbols.

The first requirement is that the keyboard should have all the characters needed for programming in BASIC. The next is the speed at which the keyboard can be used if students are to use it for keying in programs or data; some keyboards take twice as long as others.

The main factors are the keyboard layout (if posible, all the BASIC characters should be keyed without using the shift key) and the touch (the amount of pressure and the distance the fingers must go to activate a key).

Visual display units

The results of processing and the messages from the microcomputer have to be converted into legible form. One method is to display information on a television screen, which is sometimes called a visual display unit or VDU. Some are cheap and simple while others are highly sophisticated pieces of equipment that are microcomputers in their own right.

For classroom use, a screen of at least 21in is needed to display a line of 40 characters so that every one in the class can see it; few of the VDUs supplied with microcomputers have screens of this size, so it usually is necessary to use the school television set for demonstrations.

Some microcomputers come with an outlet for a television videotape monitor connexion, while others have an outlet to any television set. Even on a 26in set, words on an 80-character line cannot be seen clearly as some VDUs can be switched from 80 characters to 40 characters a line so that graphs and figures can be displayed at 80 and words can be seen clearly at 40 characters.

Microcomputers are sometimes equipped to display symbols which can be used to make up pictures on the VDU screen; these symbols are called graphics and can be useful for producing graphs and figures.

Correction of programs or data can be a headache, as those who have used paper tape can verify. Many microcomputers display the program or data text on the screen, and characters or lines can be deleted, inserted or moved around by control keys on the keyboard. This facility is often augmented by a text editor, which is useful for producing graphs and figures.

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Most VDUs come supplied with a built-in keyboard; a visual display screen without a keyboard is often called a monitor.

The Printer

A schools computer has to produce permanent copies of programs and their results. All exam boards require printed listings of a number of programs and their results for each candidate; some also want to show the stages of development each candidate's work went through.

There are two main types of printer: those that print a character at a time, ranging in price from £250 to £2,000, and others that print an entire line at once whose price starts at about £1,800. Character printers, which are cheaper, vary in speed from 10 to 200 characters a second; a speed of less than 50 characters a second (cps) is inadequate for a school that plans to run programs for CSE or O level work.

Printers are often described in terms of their print mechanism: dot matrix, golfball, daisywheel (in order of increasing cost). A printer usually has to be ordered as an extra, and is likely to be incompatible with the microcomputer. This means that an extra charge is made for the electronic link between the printer and the microcomputer.

The Configuration and the Interface

Some other devices that can be connected to microcomputers are: laboratory equipment, music generators, voice simulators, voice recognition units, and graph plotters.

The set of equipment connected together and controlled by the processor is called the configuration. It usually consists of the processor, the memory, a display and backing storage. These are housed in various units, sometimes all together as in the case of the Commodore PET and the Compucorp 600, or each unit housed separately. Usually the processor, the memory and disc storage or a keyboard are housed in one unit, and other units have to be connected to the main one.

The actual link is achieved by running a cable between the main unit and the other device; there is a connector that plugs into the main unit—again, there are many different kinds of connector. Common connectors are the RS232, 20mA and CCITT. Unless the main unit and the other device are completely compatible, an electronic "black box" which makes the necessary conversion of voltages, signals, timing and codes is necessary. Called an interface, this piece of equipment can cost anything from £25 to £500 or more depending as much on the firm supplying it as on what it has to do.

To enable the microprocessor to handle input from and output to memory and other devices, a collection of signal wires called a bus is often built into the microcomputer. While many manufacturers provide a bus of their own design (which is incompatible with other manufacturers' devices), two standard buses can be made available on some microcomputers: the IEEE-488 bus, which is used with laboratory equipment, and the S100 bus, which is rapidly becoming the industry standard for internal connexions.

Any device purchased by a school should be ordered fully interfaced and ready to plug into its microcomputer.

Sometimes schools want to make contact with another computer system, such as that of the Open University. This is usually done by means of a computer terminal. Some microcomputers come equipped to link in to communications equipment in the same way as a terminal.

Of equal—if not greater—importance to the performance of a microcomputer than the equipment itself are the programs that control the way in which the equipment functions. The general name for programs is software. What is most confusing about microcomputers is that much of the software is held in integrated circuits within the equipment; this type of program is sometimes called "firmware" or said to be "in ROM".

The programs perform a number of functions; they manage the devices that are connected to the processor, they convert the pupil's programs from English-like statements to machine code (such programmes are called interpreters or compilers), they manage the run-

continued on page 48

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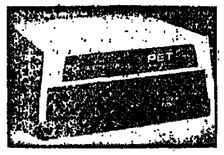
Microcomputers (continued)

ning of programs and the equipment. Other programs index and keep track of the contents of backing storage. The quality of these programs is so crucial to the microcomputer's functions that most manufacturers buy standard programs from specialist software firms.

A minimum requirement for schools computing is Extended



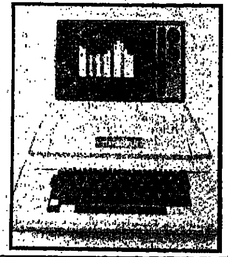
BASIC; simpler BASICs will not allow the school to use many of the demonstration programs that are now available. If the microcomputer is to be used for mathematical work, BASIC should be capable of 9-digit precision.

Other languages which schools might want to use are PASCAL and PILOT (both good at manipulation of text), FORTRAN (very fast and good with mathematical work), perhaps COBOL (good with files and commercial data), or CORAL (for an algorithmic approach).

The programs that manage the memory and the devices connected to the microcomputer constitute the operating system. It is one of the main determinants of the actual speed, accuracy and efficiency of the system. Some operating systems are on integrated circuits within the processor unit; others are stored on disc and copied into memory as needed.

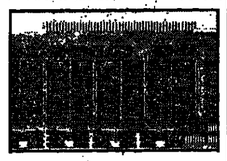
It is often useful to be able to key in machine code programs or to correct minor program faults from the console; this can be done if the microcomputers came equipped with a monitor program. Such a feature is particularly needed for those schools teaching A level computing science.

It should be easy to obtain programs for the microcomputer, both from the manufacturers and others. Teaching O level or CSE computer studies will involve a fair amount of applications work, and therefore some commercial applications should be available at a reasonable price (say, less than £20); payroll,



order processing, and stock control as an absolute minimum.

Clear documentation is essential. Documentation written in easy-to-understand terms is extremely important. If the documentation is not



available (although promised in days), purchase should not be considered. If the teacher cannot understand the instruction booklets, the documentation is inadequate and the system useless. The documentation should contain full instructions on how to program in BASIC, clear instructions with diagrams on how to start up the machine (the teacher should try to do this in the dealer's showroom on one of the demonstration machines), a description of the common faults and "puzzling" behaviour the equipment might exhibit, along with instructions on what to do when they occur, and a clearly-worded and illustrated explanation of how to use the system commands and the operating system.

It is easy to become overwhelmed by a thick wad of highly technical manuals; this type of documentation is unsuitable for schools' computers.

Next week the authors look at how to buy a microcomputer.

Card in the window

by Andrew Rothery

Plastic Frames, £2 each, £15 for a pack of 10

Programmes containing board, cards, storage cube, £1.50 each

Starter packs, £9.50

Esselte Studium, PO Box 10, Wetherby, West Yorkshire

Esselte Studium have exported from Sweden a novel and attractive method of presenting infants and young juniors with questions and tasks. The system consists of a plastic frame with 20 windows and many programmes of work. A programme consists of a board which slots into the frame, displaying 20 answers through the windows; and a box of question cards. The pupil looks at each card in turn and tries to place it in the window over the correct answer. The structure of this activity is very appealing to children.

An important feature of the *Aktiv* system is that pupils can check the correctness of their answers on their own. This is excellent for spotting simple errors such as miscounting, and encourages children to think carefully. Deeper misunderstandings need to be discussed with the teacher. There are two methods for checking: official and unofficial. The unofficial method arises from there being only 20 possible answers to choose from. As the pupil's work progresses there are fewer choices available, so if he sees no correct answer for the question in hand he will suspect that an earlier answer must have been wrong. The official method is a colour-coding on the cards which is normally invisible, but can be seen if the board is moved in the frame slightly; if the colours match the answers are correct.

The first group of 16 programmes is of particular interest to the infant teacher. These make good use of the unusual *Aktiv* format. It would not be easy to represent these activities in book form. The cards are entirely pictorial, the pupil being required to match pictures on the cards with pictorial answers on the frame. The activities give practice in elementary number work and matching and discrimination in shape. The next group of 28 programmes are similar in that they contain graded exercises in arithmetic. The cards have simple sums and the answers in the answer-frame have numbers. This arithmetic work is similar in content to what could be presented in a book or on workcards, but the format is different.

The cost of a programme of 36 questions is about the same as a small book, though the *Aktiv* material is very strong and should have a long life. The system is appealing and easy for children to operate on their own. There is no equivalent of the "worked example" or other explanations found in books and worksheets, but it is nearly always obvious what to do.

Aktiv is a valuable resource which uses to supplement the teaching of the infant school and the early part of the junior school.

Natural shades

by John Barker

Coloration in Animals. By Tom Jenkyn.

Thirty colour slides with notes, £15 plus VAT.

Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, BS24 9BJ, Avon.

This set of slides deals mainly with coloration in insects; 25 of the slides allow examples from this group. The first two slides demonstrate the importance of countershading. Both slides show the same view of a pond. In the first only goldfish can be seen; in the second a large mirror has been placed on the pool bottom, reflecting light upwards, to show clearly the counter-shaded normal-coloured fish.

The rest of the set shows other types of coloration. Nine slides demonstrate the range of cryptic colouring seen in adult lepidoptera. The use of disruptive patterns and colourings is clearly brought out in the next section, also of nine slides. Research has shown that the "eye spots" found at the margins of the wings of some butterflies and moths have survival value. When the wing is quickly opened the eye spot display may distract a predator. On the other hand a bird may peck at the eye rather than the main body of the insect—so it may escape damaged but alive. Slides are included to show butterflies that have escaped such attacks. Examples of protective resemblances, warning coloration and mimicry complete the set.

The notes provide an adequate description of the slides, although in one or two cases the slides are reversed with respect to the printed description—a minor point and one easily corrected. It would be valuable to have a further set showing that protective coloration is widespread in the animal kingdom and not confined to one or two groups.

Academic records

The University of East Anglia has become the first British university to produce and distribute its own records. The initial release, available since the beginning of this November, is *Songs and Dances of Fourteenth Century Italy* by the Landini Consort.

The planned series which will be edited by the UEA's Professor of Music, Peter Aston, will make use of equipment funded by the Nuffield Foundation and the UGC. Its purpose will be to make available recordings of hitherto neglected music of all periods, including the work of contemporary composers.

Further information from Frank Albrighton, Information Officer, University of East Anglia, Norwich NR4 7TJ. Telephone: Norwich (0603) 56161, ext 2203.

Banking on media

A regional resource bank to promote the study of film and television is now fully operational at the Leicestershire Centre after its official opening earlier this year.

The bank was set up by the Educational Advisory Service of the British Film Institute in collaboration with other interested parties to encourage media studies in schools and colleges. A programme of courses, study events and curriculum projects has been established.

The particular strength of the bank is that it makes available to the local teacher or student hitherto inaccessible materials and is therefore expected to make a large contribution to the full acceptance of film and television studies within the main stream of education.

Further information: BFI Educational Advisory Service, 81 Dean Street, London W1A 6AA.

Punters examined

Gamblers Anonymous have recently issued a tape-slide pack on compulsive gambling.

The pack, which is intended for use with classes from CSE to good O level standard, takes the form of the biography of a compulsive gambler; materials used at meetings of Gamblers Anonymous and Gam Anon are included.

The makers expect that the pack will be of particular interest to teachers of sociology, religious education and social studies.

The pack costs £15 from Gamblers Anonymous, 17-23 Blantyre Street, Cheyne Walk, London SW10.

Materials previewed

An audio-visual reference centre to promote the exchange and distribution of materials produced in institutions of higher education is to be established by the British University Film Council.

The centre, which is due to open later this month, will provide suitable facilities to enable teachers, audio-visual librarians and others to preview programmes from all over the United Kingdom and, in the near future, from abroad.

Further details from: The Assistant Director, British Universities Film Council, 81 Dean Street, London W1V 6AA. Tel.: 01-734 3687/8.

Technical prizes

Technicians with an inventive bent will have a chance to win prizes totalling £700 in a competition to design prototype laboratory apparatus. Their efforts will be shown at Labware 80 in April next year.

In the words of the organisers inventions will be judged on the basis of their 'ingenuity and novelty'. There is added incentive in the fact that a number of previous entries are now being produced commercially.

Further details from: The Promotion Manager, Labware Promotions Guild House, 30/32 Worple Road London SW19.

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Britain on the slide

by Gerry Abbot

Project GB
Nine units, each comprising filmstrip or slides, tape or cassette, student's book, and teacher's guide.
Cassette/slide packs, £9.00 each.
Tape/slide packs £9.50 each. (Filmstrip cheaper in both cases)
Mary Glasgow Publications Ltd, Brookhampton Lane, Kineton, Warwick CV35 0JB.

This multi-media set consists of nine packages covering a range of cultural themes: Family Life, School Life, Work and Play, Travelling, Going Places, In London, Holidays and Festivals, Sport and Food. The material is designed for foreign students in their third or fourth year of English. They are likely to be in their early to mid-teens. The topics covered in the nine programmes appear to be intended for this age group.

In Family Life, for example, Mum tells Dan that his bedroom is in a terrible state and that she does not approve of his pals; she tells Lucy to turn the music down a bit; both children rebel against Mum's choice of old-fashioned clothes. Their spare-time activities include skateboarding, discos, the television, Scrabble, pets and Meccano. The material is the set is not limited to this age level, however, and would be suitable for older students interested in contemporary Britain and even for those who are already studying English here.

Each of the nine programmes comprises transparencies, taped material, student's book and teacher's guide. (Extra books for the students cost 45p each.) For an expenditure of £70 or so for a complete set (excluding multiple copies of the student's book), one may reasonably expect something a little out of the ordinary. As long as buyers do not expect the material to be a course in itself, they may not be disappointed. A publicity leaflet says that the set "will supplement a main course by presenting the realities of present-day life in Britain in a most attractive and lively way". Attractive and lively it certainly is, and the realities are fairly represented; the roast beef of old England is counterbalanced by take-aways, convenience foods and the high incidence of obesity; a rich man buys a £64 hamper at Harrods, while a labourer talks about going on the dole in winter.

Side one of the tape accompanies the student's book. It contains most of the dialogues and other features such as songs, and the taped dialogues are often slightly extended versions of the printed ones. Some of the 14 units in each programme are not based on oral material and are therefore not represented on tape.

Side two of the tape accompanies the transparencies which usually fall into two sets. The first always has a taped accompaniment while the second often has no commentary and is intended to generate free discussion.

The teacher's guide gives, for every unit, information about the topic covered, vocabulary notes, the pronunciations of proper names and some other words, comprehension questions and suggestions for exploitation and discussion.

Too often taped material illustrates merely the careful enunciation of regionless middle to upper class English. *Project GB* has avoided this: there is a good sprinkling of accents that do not quite conform to the absurd notion we call received pronunciation. Teachers who are native speakers of English may regret that many of the regional accents to be heard in this material are not genuine—there are Americans, Welsh and even Scottish accents, for example, that are not particularly well simulated by the recording artists. But it may well be that these renditions are close enough to fulfil the aim of helping the foreign student to cope with the variety of English dialects he is likely to hear.

Good use is made of sound effects throughout. They back up the dialogues and such monologues as commentaries on a rugby match, a motor race, a show-jumping event and so on. Sometimes sound effects without voices accompany the transparencies with dramatic impact, as in a creepy sequence designed to elicit a narrative about a walk up Glastonbury Tor on a dark and stormy evening. The photographic quality of the transparencies is also good on the whole but split frames, where the details are often much smaller, are not always successful: a small class of overseas students had difficulty, for instance, in seeing the details in an otherwise clear and useful sequence on how home-made wine is produced.

The student's books are slim and undaunting, and contain a variety of pictorial and printed information and tasks: reading-matter in small doses, songs, recipes, conversation exercises, written exercises and games—including a very nice one on asking and telling someone the way in the London Underground.

The weak spot is the teacher's guide. Fortunately, experienced teachers will be able to ignore it; but it seems incredible that it misses so many good opportunities to exploit the material. Even where excellent features have obviously been built into the dialogues, the guide fails to advise the teacher on what to focus on and how to proceed. One example must suffice. In a unit on London radio, the taped version contains the following "fillers", which do not appear in the printed text: well/the thing is this/er/what I mean is/you know/I mean.

This was clearly done deliberately and could usefully be exploited, yet the notes merely inform the teacher that "there are certain minor alterations in the recorded version". The wise teacher will also, of course, ignore the ubiquitous taped instruction "Look at page x in your book" when dealing with the listening material. If, as I hope, *Project GB* is successful, the publisher might consider revising the notes for the teacher, as they do not reflect the quality of the teaching material.

Bird life

Grebes
By Jon Fjeldsa.
24 colour slides, a 64-page book, 10 worksheets, a teacher's guide and a cassette tape. £14 plus VAT.
Fergus Davidson Associates Ltd, 376 London Road, West Croydon

The book is intended to give a clear presentation of grebes, with special emphasis on their ecology and behaviour. It is liberally illustrated both with black and white photographs and line drawings. The illustrations include monochrome reproductions of all the slides. The book covers the biology of the birds very fully.

It is suggested that the slides and the tape would be most useful for independent work—and that the exercises on the worksheets could provide consolidation for this study. On the tape, which plays for just under 20 minutes, the commentator describes the way the grebe adopts to its particular way of life, with pair bonding, nest construction, mating and parental care a major part of the material.

The commentary is clear, with, in places, a background of bird calls, of which, unsurprisingly, the most obvious one appears to be a cuckoo. The general standard of the photography in the slides is good, although one or two lack sharpness.

The worksheets are attractively laid out and each contains a drawing or diagram which, apart from a couple of minor defects, are clear and should provide valuable reinforcement. The material provides information on an interesting and uncommon animal, and can also be used to develop an understanding of such concepts as adaptation, survival value, territory, etc. The package should also encourage both teachers and pupils to pay more attention to the bird-life around them.

John Barker

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Television

After the commercial break

ROY BLATCHFORD explains ITVs rescheduled schools broadcasts

Following their prolonged commercial break the Independent Television companies have been busily salvaging timetables and rescheduling schools' broadcasts for the autumn term. Certain series have been completely recast for showing in 1980, many have simply started at their half-way point, others which depend on a serial sequence have been refigured and will continue into the spring, while further reshuffling will mean both spring and summer programmes being affected. Schools will soon be receiving wall charts for spring 1980 and full details of rearranged transmissions are available from the education officers of local ITV companies.

Granada's highly acclaimed *Politics—what's it all about?* a series which examines through a variety of case studies political decision-making, resource allocation, elections and representation, and which has proved a major resource in teaching political awareness in the classroom, has been postponed until the spring. Also moved to new slots in the New Year are the first screenings for schools of David Bellamy's *Botanic Man*, and a new ten-part serial, *Starting Out* which is designed to help pupils to understand and cope with the adult world.

Some series have been drastically curtailed and have only one or two transmissions remaining this term. *Music Round* provides a resource for both specialist and non-specialist and music teachers of 10 to 13-year-old mixed-ability classes and concludes with an unusual programme, "City Music" (November 29). Also with a single programme to run is the *Good Health* series, geared towards giving 8 to 12-year-olds an understanding of their own responsibilities in matters of health. "Germs, Germs, Germs" (November 20, 29) offers an intriguing insight into germ warfare, with a glance at the Black Death and a laboratory technician's culture plate.

Making A Living—a life skills resource—has concentrated on learning about work over the past weeks, with "Me and my job" (November 19) scrutinizing job satisfaction and "25 only I'd known" (November 26) tackling work experience schemes and learning about work while still at school.

The provocative and well-received language unit draws to a close with "True Stories" (November 20, 21) a jaunty look at the elements of narrative, and "Cold Print" (November 27, 28) an equally energetic and informative examination of the differences between spoken and written language. The accompanying booklet will be published by Hutchinson early next year. Running parallel is *The Pressures of Life* unit which today (November 16) offers a third showing of an illuminating interview with the author, Barry Hines, to be followed on November 23 and 30 by Julia Jones's Northern drama "The Piano".

For English teachers more concerned with the 9 to 12 range the long-standing *Writers Workshop* series has had its final output of the 1970s "Crime Story" (November 22). Setting out to explore how a writer constructs a plot, the presenter George Sewell hosts a neatly hum-acted whodunnit and lucidly explains the craft of the crime writer. In its second season, *Watch Your Language* (based upon the Schools Council "Language in Use" materials for middle secondary classes) has two transmissions left before Christmas: "What do we talk about?" (November 20 and 23) and "Interviews" (November 27 and 30). Switch into either session and you would be forgiven for imagining the series to be about the world of employment and the young school-leaver, the point being that they are about language *in use*.

For the primary and middle years the enchanting *How We Used To Live* has been running this month, with "Never too late to learn" (November 19, 21) and "Daily Round" (November 26, 28) still to be shown. Set in the Victorian era between 1874 and 1887, the series affords young viewers an insight into the industrial conditions, schooling, law and order, etiquette and entertainment of a life-style 100 years removed. It is beautifully filmed, excellent history-in-evidence.

To accommodate the transmission of the three European units early in the spring, *Finding Out*—a gallimaufry of ideas for project work in the 7 to 9 age-range—has brought forward "Creatures Great and Small" (November 19 and 21, and 26 and 28), two programmes which explore social attitudes towards animals. Finally, *My World*, which aims to introduce early mathematical experiences and to develop pre-reading skills, has two rescheduled broadcasts to conclude the term: "Tall, Taller, Tallest" (November 19 and 21), and "Height, Length, Measuring" (November 26 and 28).

Stone time machines

Buildings are notoriously difficult to treat on television: architecture's essential concerns are scale and three-dimensional space, and the problem is how to convey them not simply on a two-dimensional surface—a limitation shared with the cinema—but on a small square screen in the corner of the living-room, which is inimical to the kind of soaring visions of great church-builders.

To overcome these limitations in presenting buildings requires imagination from the director and great skill and patience from the cameraman and crew: it is a matter of editing and camera movement, which further complicates the problems of lighting large interiors to balance light and shadow.

That these problems have been triumphantly overcome is only one of the many strengths of *Discovering English Churches* (Wednesdays, 20.30 BBC 2) its popular presenter, Donald Sinden, high production values, and peak time slot somehow giving the programme an educational, serious provenance as an educational series.

The series title is perhaps the only overt reminder of an curiously educational purpose: to evoke a positive response from the audience to see, use and discover for ourselves. Winter may discourage such explorations, but the series deserves to succeed. It certainly communicates enthusiasm, and the sort of information that will usefully guide one's own observations, through producer Dick Foster's script whose rhetorical flourishes well match Sinden's profound delivery. Although reading a script, Sinden is no more acting than are other more established experts who present such programmes.

Beyond architectural details, the programmes also delve into the historical and sociological information that can be gleaned from these "stone time machines". This week's programme, "God Speed the Plow" was particularly fascinating about the role of a rural church as a centre for the Ploughman's Guild, blessing and protecting their labours.

Music and graphics enhance the texture of the series, while inspired editing underpins some opening visual montages which complement Sinden's own sense of the dramatic, and economically introduce the theme to follow. This week's programme started by intercutting modern-day ploughing with the mechanism of the church-clock, emphasising the church's position within the working life of the village.

Such scenes confirm that though the programmes' visual and verbal style constantly threaten to go over the top the risk is well judged.

Christopher Griffin-Beale

Happy haikus

Crossing Lines (Tuesday, November 20, Radio 4, 7.20-8.05 pm) is the title of a collection of poems produced by the children of St Fiacre's Primary School in north-west London. Liane Aukin, the producer of this programme, happened to pick up a copy at the school jumble sale last year and discovered a remarkable reservoir of talent, or rather a selection of work inspired by a teacher who believes that the ability to write polished, technically satisfying, expressive poetry is not such an exceptional talent after all. The teacher is Mrs Sandy Brownjohn.

Even more startling than the maturity of the work is the articulate, practical way in which the young poets discuss their craft. They are not precious, they do not appear to be jumping through hoops to satisfy adult expectations, but they have a professional interest in technique and accuracy of expression. "Poetry is about links", says one boy, "and uncovering those links for other people." Another points out that his poem "Caterpillar" contains an acrostic and internal rhymes. Several children swap criticisms about their experimental haikus.

All the authors were 11 or younger when they wrote their poems, a year or so older at the time of recording.

How does she do it? Any teacher hearing this programme would be keen to know, but it is a question which is not answered. The school's Hampstead address might suggest a band of trendy youngsters, but the producer maintains that they are by no means all privileged and that Mrs Brownjohn is convinced that any group of children could benefit from similar encouragement; the poems might be quite different, but the level of talent would be the same. Her method remains a mystery.

To be fair, the programme sets out to be about poetry, not about teaching techniques and works well as such. Ted Hughes, who introduces the discussion and reads some of the poems, lends an air of authority to the proceedings. The anecdote in which he describes the discrepancy between his early bored dismissal of poems and his simultaneous openness to the excitement of words might even give teachers a useful clue.

Heather Neill

Foreign exchanges

by Brian Hill

In the remaining weeks of the term there are a number of language programmes that are worth signposting. *Deutsch für die Oberstufe* (Tuesday November 20, 9.35 am) has a number of interviews with people currently in the news. In the following week there is a documentary about the mechanisms governing the West German practice of blackballing the politically suspect from important state jobs, such as in the rail and post services.

Pupils lower down the school get their Christmas goodies with a programme on Austrian yuletide traditions in *Du sind wir wieder* (Monday, November 26, 10.45) and one on Christmas trees in *Hör doch mal zu* (Wednesday, November 28, 9.35). This last series, for beginners, is breaking new ground in several ways and has been enthusiastically received by teachers. Its main achievement is to base each programme on a scrupulously researched vocabulary list of the 900 words which occur most frequently in beginners' courses used in schools, thus meeting the criticism often levelled at broadcasts that they are too difficult for their target audience. *Hör doch mal zu* has an excellent pupils' pamphlet with several ingenious word games.

The long-running and popular sixth-form French series *Voix de France* takes an informative look at Indo-China (Tuesday, November 20, 9.15). It shows why Vietnam is such an emotive subject for the French, and a young Vietnamese girl describes why French influence is still so strong in Indo-China.

A welcome trend in recent years has been to devise formulae for programmes which really are different from commercially produced material. One of the best examples of this is "A vous l'antenne" in *Horizons de France* (Thursday, November 29, 10.45). Over the last month producer Tony Staples has received many novel contributions from pupils and the result is a miscellany programme which directly involved thousands of children talking and listening to each other.

La France Aujourd'hui, the established fourth year series, is including for the first time some actuality material in its programme on *La culture française* (Tuesday, November 27, 10.45). French teenagers give their views on the music they like in a lively, intelligible way. A popular though overworked subject is communication. *La Parole aux jeunes* (Friday, November 23, 9.35) which is developing a more lay approach, uses interviews with SNCF officials and a variety of activities for pupil participation to give an idea of what it is like to travel on trains and ferries.

On television BBC is offering *Le Début* as a resource for beginners, and for secondary pupils, *Rendez-vous France/Encuentro/France*. A different aspect of communication is featured where some fascinating film takes children behind the scenes of a French regional television station and into the offices of a newspaper in Poitiers.

ITV support publications are expanding while the BBC talk about further cuts in their support material. Video tapes and films of ITV broadcasts can be purchased from Film Forum Ltd, 56 Brewer Street, London, and a comprehensive kit, to support this term's French broadcasts costs only £8 from local ITV companies. The series booklets are also reworked each year to enable updating, though a number of errors still slip through the net.

The last two ITV language programmes of the term *Le Café* and *La Plage* (Wednesday 10.33, Thursdays 10.26) have the same advantages and problems. There is some excellent location filming and the commentary is carefully scripted to be within the reach of most CSE fifth forms, but the exploitation of linguistic points is irritating and confusing.

Finally, it is worth drawing attention to two series not normally associated with language teaching. In *Prospect*, a radio series for sixth formers (Friday 11.40), a unit on "Francis Today" is being broadcast. Journalist John Ardagh examines "Welfare and Social Relations" (November 23) and "Ecology and the Quality of Life" (November 30).

Briefings

Radio and T

For schools

My World (Monday, 9.30, Wednesday, 9.52 ITV)

A well-established series in a new form, *My World* has dropped its stories and now aims to stimulate the curiosity of four to six-year-olds in the shapes they find.

Finding Out (Monday, 9.47, Wednesday, 11.16 ITV)

Brought forward from next term is a unit on "Creatures great and small". Seven to nine-year-olds examine attitudes to animals, both real and imaginary. "Does it bite?" visits London Zoo, creates fantasy animals and emphasizes the need to treat animals carefully.

How We Used To Live (Monday, 10.05, Wednesday, 10.10 ITV)

What was it like to go to school 100 years ago? Why were the teachers so concerned about academic success? Eight to 12-year-olds find the answers by following the fortunes of a group of Victorian children.

Music Time (Monday, 10.15, Thursday, 14.15 BBC 1)

"A Christmas Journey" uses a Dr Who time machine to transport seven to nine-year-olds back to the scene at Bethlehem.

Making a Living

"Me and my Job". (Monday, 11.39 ITV) tries to define job satisfaction. "Making a profit" (Thursday, 9.30 ITV) examines pricing systems and shows how the need for profit affects all the company's activities.

Mathshow (Tuesday, 9.35 BBC1)

Eleven to 13-year-olds are encouraged to enjoy measuring angles. "A very tangle" is presented by the Birds who demonstrate acute, obtuse and reflex angles and attempt to interfere with the experiments of others.

Talkabout (Tuesday, 9.58, Friday 10.15 BBC1)

A new series for five to seven-year-olds, which attempts to stimulate communication skills. A boy is adopted by a family of bears who try to persuade him to hibernate.

Exploring Science (Wednesday, 9.35 BBC1)

A resource series for 11 to 13 year-olds. Introducing developing and reinforcing general science topics. "The Sea" illustrates modern techniques of fishing, from the radar monitoring of shoals to fish farming.

By the People, For the People (Wednesday, 11.00 VHF4)

A report on international farm jam raises questions about its implications for democracy. Is subsidised cheap food a "What, other forms of pressure can be exerted on politicians?

Look Around (Thursday, 10.03 ITV)

Starting with a dustbin, the over 10s consider how we dispose of our rubbish and why recycling can be uneconomical.

Scene (Thursday, 10.35, Friday 14.02 BBC1)

Claire Rayner of *The Sun* calls 14 to 16-year-olds about the letters she receives from young people and gives her personal view on the problems they reveal.

Web of Language (Friday, 9.45 VHF4)

In "Just a few questions, Mr Smith", 10 to 12-year-olds explore various ways of obtaining information: interviews, inquiries and interrogations.

Book fairs and exhibitions can boost a child's interest in reading.

TALKBACK

Book fair

John R. Smith
Pam Groves

Not all schools can hope to aspire to the Book Jamboree held at Pimlico School under the auspices of the International Board of Books for Young People.

However, with careful planning and exploitation of local expertise, a school Book Day can become a viable proposition. The Book Day held at Wellsway School last year bears this out.

The school, one of two comprehensives serving Keynsham, a small town between Bristol and Bath, has 1,200 pupils. Perhaps, because of the nature of its catchment area, reading is not classed by its members as an alien activity.

The school and public libraries are well used; a small school bookshop is expanding; and the children are well served by the many excellent bookshops in the two nearby cities. In addition, reading is given some prominence in English lessons.

The Book Day, therefore, was designed to consolidate an interest in books that many children already possessed. In addition, however, it was hoped that it would provide a further stimulus to those who had not been encouraged to read by methods already employed in the school.

And for all of the children it was intended that the day would give a greater insight into the complex business of getting the ideas of an author into print and on to the shelves of the local bookshops.

It was decided to confine the event to the lower school, some 700 pupils in years one to three, and to suspend the normal timetable for these for a complete day. By choosing a day late in the summer term, when fifth year and upper sixth had finished their examinations and were not in school, and the fourth year were attending a careers convention, the usual constraints and limitations of planning an event like this were overcome.

Rooms, including large spaces like gymnasia and halls, were available for films and lectures; the teaching staff could be deployed in whatever ways the day demanded; and the children could be organized in whatever groupings were expedient for a particular activity. It was decided to deal with the children in year groups, and to split the day into six 45-minute sessions.

Each year group would listen to talks given by both a fiction author and a book illustrator and would watch a full-length feature film, *The Phantom Tollbooth*, an animated cartoon version of the book by Norton Juster. These compulsory activities would take, in all, four of the six sessions.

For the remaining two the children could choose from a variety of activities, among which were further talks and practical sessions run by a publisher, a printer, a children's book editor, two non-fiction authors, a graphic artist, a bookbinder and a lecturer on children's book illustration, as well as an opportunity to listen to taped stories, try the competitions or browse round a book fair set up by a local travelling bookseller in conjunction with the school bookshop.

The two fiction authors, timetabled simultaneously for three 45-minute sessions each to talk to half a year group at a time, were Michael Hardcastle, who has written more than 60 books for children, and Diana Wynne Jones (last year's winner of the Guardian Book Award). Both have local connexions and were considered to be a good attraction, as they had a small following of avid readers of their work in the school.

This, helped by an exhibition of their books, together with broadsheets advertising the Book Day and including reviews of some of their novels written by children, stimulated an interest and added to the anticipation of the day.

These two authors, with Annie Blevins, a graphic artist who herself has recently written and illustrated a book, and Leslie Wood, illustrator of the *Little Red Engine* books by D. Ross, shared the large group sessions.

The school was pleased with these speakers, especially their willingness to talk to individuals at odd times during the day. Many asked to be invited again. Perhaps those involved in the world of children's books are not provided with enough opportunity to meet and talk to their customers.

An example of local talent was Charles Berry, one of the non-fiction writers. He had only just retired from the school as a laboratory technician, and most of the children were surprised to find out he had recently published *Gentlemen of the Road*, an account of his experiences living the life of a tramp.

These, and other examples—such as the head of the technical studies department in the school giving a very competent and interesting demonstration of book-binding—suggest schools might find such an occasion not so daunting to mount as it might initially seem.

Careful, detailed planning and organization are essential to the success of such an event. The organization involved such minor but time-consuming and essential tasks as canvassing all the pupils, to ensure that they had at least some of their choices in the smaller group activities, and ensuring that each child had a personal written timetable for the day.

Many children who had not originally opted for it expressed regret at missing the Book Fair. Some voiced criticism of some of the contributors and regretted not being able to listen to all of the speakers.

Overall though, a great enthusiasm and interest was engendered and the day, judging from comments heards both inside and outside the classroom afterwards, proved to be most informative.

John R. Smith is deputy head and Pam Groves librarian at Wellsway School, Bristol.

Monitoring behaviour

Jean Lawrence
David Sleed
Pamela Young

Factors which may trigger off or exacerbate poor behaviour in school are receiving close examination, particularly in the area of truancy.

There is a need for care in this discussion. Teachers are often under stress, and to appear to lay the "blame" on them, apart from often being unjust, can only increase their burden. There is, however, much to be gained from carefully monitoring incidents of disruptive behaviour.

Not only does it take a "hot" issue into the area of cool analysis, it may also suggest, from the patterning of incidents, factors which are much more easily modified than the child or the parents—use of premises, timetabling, etc. In other words, the system is explored for its contribution to disruption.

We recently carried out a monitoring study* in an urban, multi-racial comprehensive boys' high school of incidents of misbehaviour over two periods of a week, one just after half term in the autumn, the other just before half-term in the spring.

All the teachers, including the head, reported to us in writing any incident, among the fourth and fifth-year boys, which "seriously interfered with the teaching process and/or upset the running of the school". These reports were amplified by interviews with the teachers.

At what times of the week do incidents occur? (In this study, mid week was "dicey".) Do they cluster in certain parts of the building? Do they occur only with teachers of low competence? (They did not, though probationary teachers and those new to the school were particularly prone.)

Do they increase at certain times of the year? (The week before half term in the Spring was worse than that after half term in the Autumn.) What proportion of incidents is reported onwards, pupils being sent out of class to a place of custody or reported to senior members of staff? (In this study a third of the incidents were not reported in this way.)

Such information can be put to good use. First, the pressure is off children, and on to those elements of the system which may cause them to be defined as disruptive.

Second, it may point to elements which are easier to manipulate than children or their home background. For example, the timetable could be rearranged to introduce a break in the afternoon, to reduce tension. Alternatively, where there is vandalism or bullying in unsupervised break times, a reorganization of staff and timetabling arrangements could ensure more adequate supervision.

Third, information about distribution of incidents can lead to a programme of self-help for the school, requiring no more than the talent of the school to deal with what it sees as its problems. Monitoring incidents can emphasise those points at which resources can be best employed, and provide indicators of improvement or deterioration over time.

Such monitoring, carried out by the school's staff, could be valuable; but staff, afraid of being labelled incompetent, may conceal difficulties from their colleagues, so that it may be useful if someone from outside, to whom information is given in confidence, carries out the work, as we did in our recent study.

Why do teachers regard some bits of misbehaviour as serious and worth reporting, while others will overlook them? We found three factors: the incident was the latest in a series; the teacher thought that the pupil was "getting at" him personally, that his behaviour was malicious and intentional; and that there was often something special in the situation which acted as an extra stress—perhaps another teacher passed the open door while the boy was misbehaving, or the teacher knew that he would be teaching the same boy later in the day.

When an incident is reported in a secondary school, the pupil's behaviour enters an official system which deals with it. The more incidents he clocks up, the higher up the punishment ladder he can go, through procedures such as exclusion from the classroom, school detention, sometimes caning and eventually suspension.

Once incidents are reported, however trivial, the pupil's case may escalate, because several teachers have reported similar relatively minor incidents; the individual teachers concerned may remain unaware of the dimensions to which their reporting contributed.

The alternative to sin bins, to large scale rejection of children from the normal school environment, is to help teachers to cope inside the classroom. In the training of teachers the emphasis on the unruly and disruptive child needs to broaden to include the reticent teacher, the context in which behaviour is defined as disruptive, the audience before whom the scene is enacted, as well as the institutional definitions which help to shape it. In these circumstances, prevention is better than cure.

Jean Lawrence and David Sleed are in the postgraduate secondary department, University of London Goldsmiths' College; Pamela Young is in the department of educational administration, University of London Institute of Education.

*Disruptive Behaviour in a Secondary School, University of London Goldsmiths' College Educational Studies Monographs, No 1 1977. (ed) L. Smith.

First choose your school...

Maurice Dybeck

Dear parents,

Below is a list of schools from which you are requested to make a choice. Please note that all schools are equal; though some are more equal than others...

Uptown Grammar School.—An 11 to 18 comprehensive school, but retaining its old name because of its long tradition of learning.

Station Road Comprehensive.—In modern buildings and with a developing sixth form which, by 1984, will be offering a full range of A level courses.

Hillside School.—11 to 16 comprehensive. Pupils attending this school who wish to continue in full-time education after 16 will be transferred at 16 to an 11 to 18 school.

Transport: Parents opting for other than their local school will be expected to provide their own transport. However, since many of the parents in question probably have one or two cars in the family (or like-minded neighbours) it should not be difficult for them to arrange a transport rota. Families newly moving to the area can greatly ease the transport problem by buying a house within the catchment area of the school of their choice.

Numbers: All our schools were at one time planned to accommodate only those who lived within a reasonable distance of their gates. However, the increased demand for places at Uptown Grammar School has enabled us to increase its staff and accommodation appropriately. (This has, of course, been done without unreasonable extra expenditure.) Accommodation at other schools has been correspondingly reduced, and staffing and courses will be adjusted as necessary.

Suitability of schools: The author encourages parents to find out about schools before making their minds. Unfortunately, normal school budgets do not run to the production of prospectuses, though thanks to the generosity of the PTA, an illustrated brochure is available from Uptown Grammar School.

Hillside School is a Community School with open access day and night to people of all ages. Those who live in that area will therefore be fully aware of what goes on at that school.

The Grammar School and Station Road School regret that because the disturbance to study they cannot receive visitors during school hours. However, in the case of the Grammar School (part of which is of great historic interest) guided tours by suitably briefed sixth formers are available at the week ends, when academic work will be on view.

May we also draw your attention to the local newspapers? They always include items about successes of former pupils from the older established schools, results and stories of the personal struggles of parents to achieve justice in the schools. These stories will no doubt help you to form your opinions.

Appeals: You have the right to appeal against an allocation to a school. However, this will involve you in a great deal of time, trouble, eloquence and expense. You will need to put your case above the feelings of anxiety which any choice situation creates in your child. But if these are your priorities you may stand a reasonable chance of succeeding. However, we advise you to move fast, since within six months the situation may be very different.

Yours, sincerely,

Director of Education.

Maurice Dybeck is warden of Sawry Village College, Huntingd

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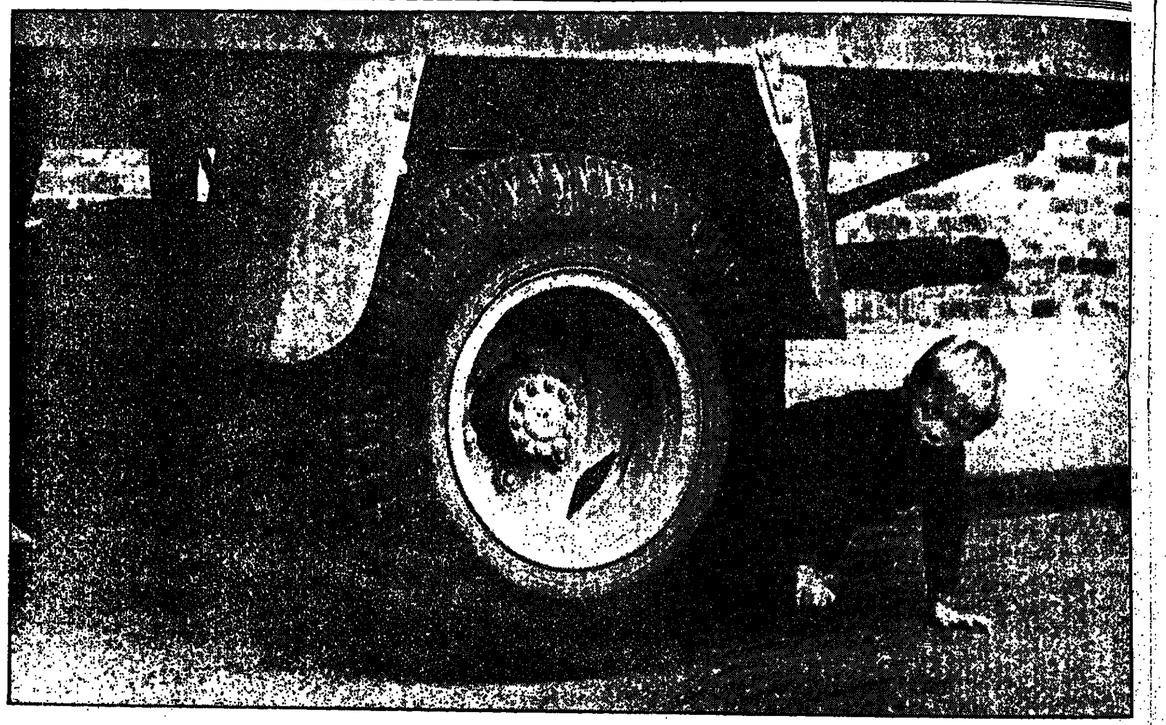


Caught unawares

On average, a thousand children a week are injured on the roads. Barbara Preston finds some disturbing gaps in primary schoolchildren's knowledge of road safety

Those who teach road safety must often wonder how much the children remember. Thanks to the Jolt Creasion Scheme, which provided the money for three unemployed teachers to undertake this work, we were able to question children in infant and junior schools on their knowledge of it.

We interviewed 167 infant children in eight schools. All the teachers cooperated in letting us talk to them. An imaginary road was marked out and each child was asked to show and explain how to cross it safely. Table 1 shows the number of children in each age group who remembered to look and listen, who only looked, who needed considerable prompting or who did not look at all.

The percentage of each age group who either did not look, or needed prompting, was, not surprisingly, much higher for the younger age groups, but was still 9 per cent for the 6 and 7-year-olds. By the age of 7 many of the children go to school alone or with friends, run errands, even on busy roads, and play in the streets, as shown in Table 1. So by that age it is important that they know the basic, "stop, look and listen".

The children were then asked what they would do if there was a parked car on the road. Most of them knew they should not cross near parked cars, but more than half of the four and five-year-olds, 30 per cent of the six-year-olds and 15 per cent of the seven-year-olds could not say why. One boy said he would move away from the parked car, because he might get dust on him from the exhaust pipe.

The children were then asked if they, or any of their friends, had been hurt on the road, and to say how the accidents happened. Five of the children said that they had had accidents. The most recent of these was a six-year-old girl going home from school with her mother, who dropped a letter she was carrying. The letter blew into the road, the child ran after it and was knocked down by a car.

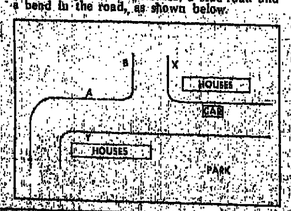
Another child said he had been pushed into the road in front of a car. A boy was knocked off his bike. One accident happened when a child was three years old and a car mounted the pavement. The other child could not say what happened. Apart from the many reports of the child running after the letter, 27 children claimed to have had friends involved in accidents, three did not know any details, and the children's reports of the other 24 accidents are given in Table 2.

In the same eight schools 164 junior children, nearly all between the ages of nine and 10, were questioned. Only six said that they did not know the Green Cross Code at all, but another 12 could not answer any questions about it, and had no idea why it was important. The number of children who failed to mention different parts of the code indicated serious omissions in their knowledge.

For instance, only 11 children mentioned the specific injunction "STOP", which is perhaps the most important part of all. Sixty-two per cent said "stand near the kerb", or "on the kerb", which might imply stop, but the feeling that you must always stop before going into the road, no matter what you are doing, is not quite covered by this. Moreover this still leaves nearly a third making no mention of stop or stand at the kerb.

The Green Cross Code starts: "First find a safe place to cross, then stop". But the little picture says: "Find a place away from parked cars". Forty-two per cent of the children mentioned that you must avoid parked cars, but apparently no one said: "Choose a place where you can see clearly along the road in all directions".

It was, therefore, decided to pursue these points in case these serious omissions were due to the method of questioning. This was done by constructing a small model, with a toy car, a pedestrian, houses, a side road and a bend in the road, as shown below.



The child was told that this was a model of a road with a parked car, and asked to cross the toy pedestrian over the road to the park, showing where and how to cross the road. In the second part of the test the model car was removed and the pedestrian placed at X. The child was asked how you would cross if you wanted to get back to X.

After the manoeuvre the children were asked why they had crossed that way if they had not already explained. In an attempt to clarify what the child perceived as hazardous, they were reminded that the Green Cross Code told them to find a safe place to cross, and were asked what sort of a place they would look for if there were no Pelican or Zebra crossings. Finally, if they had crossed dangerously on the model, or seemed confused during the questioning, they were shown the model again, and the hazards they had missed.

We interviewed 118 children from seven different schools. When they were saying how they would cross the model road 29 did not mention "stop". In addition one child stopped on the road, and another said that you must not stop on the kerb. So a quarter did not automatically think "stop" before anything else.

This finding is disturbing, as the Green Cross Code, to be effective, must not only show the safe way of crossing roads, but instil into the child the automatic reaction of stopping at the kerb. Many accidents occur when the child is not actually trying to cross the road, but rumbles after a letter that is blowing away, or having a fight, or some such activity.

When demonstrating on the model, 21 children seemed to be unaware of the danger of crossing near the parked car. Even more worrying, 49 crossed in a way that showed they were unaware of the danger of not being able to see what was coming round corners, many crossing from X to A and B to X without any indication that they should beware of vehicles coming round the corner.

It could be argued that such a model is unrealistic, the child, from above, can see that there is nothing coming. However, the children were also asked about the Green Cross Code, and only 22 per cent had an adequate understanding of what to do when told: "First find a safe place to cross".

Perhaps it is not surprising that 1,000 children are injured on the roads, on average, every week.

Barbara Preston teaches in the special science department of Manchester Polytechnic.

TABLE 1

Replies from Infant School Children by age

	Age 4	5	6	7
Number of children questioned	9	49	76	33
"How would you cross this road safely?":				
Look and listen	3	28	61	25
Look only	1	5	8	1
Needed prompting	3	12	3	1
Did not look	2	4	4	1
Needed prompting or did not look as a percentage of the age group	% 56	% 99	% 9	% 9
	Age 4	5	6	7
How do you come to school?:				
With parent	3	16	30	4
Sibling/friend	0	5	22	11
Car/bus	0	3	4	1
Alone	0	3	20	11
Do you run errands alone?:				
Yes, on quiet roads	0	21	27	14
Yes, on busy roads	2	3	17	10
Not allowed	1	23	32	9
What do you play?:				
Gardens	4	16	16	6
Parks/Wasteland/streets	4	21	26	9
Streets	1	11	34	15

TABLE 2

Reasons given by children for accidents to their friends

Ran into the road without looking	16
Walked into road behind ice-cream van	1
Walked into road behind bus	2
Knocked off bike	1
Looked before crossing, but had not seen the car coming	1
Pushed into the road	1
Walking on pavement and rolled into road	1

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Nursery Education

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
BELL WOOD C.P. INFANTS' SCHOOL
Hartlip Close, Park Wood, Maidstone, Kent
Required January, 1980, or as soon as possible thereafter, for two class Nursery which in addition to catering for local 5 to 7 year-olds includes a few physically handicapped children.
Further details from the Headmistress (S.A.E.).

KIRKLEES
METROPOLITAN COUNCIL
DENBY DALE NURSERY SCHOOL (Ref. 502)
Wakefield Road, Denby Dale, Huddersfield
Required for January, 1980, TEACHER-in-CHARGE (Scale 2), Nursery training and/or experience for this 50-place Nursery School.
Application forms (S.A.E.) please) from the Director of Educational Services, Mr. S. Oldgate, Hanson, Huddersfield (HD1 6QW, to whom completed forms must be returned.

KIRKLEES
METROPOLITAN COUNCIL
DURKWELL INFANT AND NURSERY SCHOOL
(Ref. 503)
Farwell Lane, Batley, West Yorkshire
Required for January, 1980, or as soon as possible thereafter, experienced NURSERY or INFANT TEACHER (Scale 1 or 2) to be attached to the above school as EDUCATIONAL VISITOR.
The person appointed will work both in the interior of pre-school children and in the homes of such children's parents in the school.
Applicants should have their own transport and travelling expenses will be paid at the appropriate N.J.C. Casual User rate.
Application forms and further particulars may be obtained from the Director of Educational Services (Ref. 503), Mr. S. Oldgate, Hanson Hall, Town Square, Batley, WF17 5EW, to whom completed forms must be returned.

Primary Education

Headships

BARNET
(London Borough)
Required for Easter, 1980:
OAKLAND INFANTS' SCHOOL
Ridgeway Avenue
East Barnet EN4 8TN
(Roll 140)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this 3 stream 4 form entry school.
In approved cases assistance may be given by way of removal expenses and settlement allowances.
Application forms (S.A.E. please) from and returnable to the Director of Educational Services, Town Hall, Prince George Avenue, N11 4DL, by 30th November, 1979.

CUMBRIA
COUNTY COUNCIL
HEAD TEACHERS are required at the following schools from April, 1980 or earlier if possible.
(a) BENDRON C. of E. PRIMARY SCHOOL
(Controlled 4-11 mixed: number on roll 230: Group 2)
(b) ST GEORGE'S C. of E. INFANT SCHOOL
Barrow in Furness
(Controlled 4-7 (and nursery classes) 175 on roll: Group 3)
Further particulars and application forms for the above two posts are available from the Assistant Director of Education, John Whinchester Institute, Abbey Road, Barrow in Furness, Cumbria, to whom completed forms should be returned within two weeks of this advertisement.
(c) ST BRIDGET'S R.C. SCHOOL
Egremont
(Aided: mixed 4-11: number on roll 160: Group 4)
HEAD TEACHER required who is a practising Roman Catholic.
Further particulars and application forms for (c) from Assistant Director of Education, Union Hall, Scotch Corner, Penrith. The Reverend Father Bentley, The Presbytery, Egremont.

HERTFORDSHIRE
HEMEL HEMPSTEAD
COLEGATE DIVISION
WATLING JUNIOR SCHOOL
Adeyfield Road,
Hemel Hempstead
(Group 2)
Applications are invited from experienced TEACHERS with both agency and infant experience for the post of Deputy Head of the Junior School as from January, 1980.
Forms and further details from the Headmaster to whom completed applications should be returned by December 7th. (S.A.E., please).

KIRKLEES
METROPOLITAN COUNCIL
ST. MARY'S R.C. (A) JUNIOR SCHOOL
(Ref. 509)
Union Street, Batley
West Yorkshire
Applications are invited from suitably experienced TEACHERS for the HEADSHIP of this Group 3 school, from Easter 1980.
Application form and further details from Divisional Education Officer, 9 Queens Road, Wakefield (S.A.E. please).

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GILLINGHAM DIVISION
FEATHERBY C.P. JUNIOR SCHOOL
(Group 4)
MASTER/MISTRESS required Summer Term 1980 or earlier if possible. Person to take responsibility for Lower Juniors, an interest in Remedial Education an advantage.
Application forms and further details available on receipt of S.A.E. from Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned by 30th November, 1979.

NEWHAM
(London Borough of)
MARYLAND INFANT SCHOOL
Tunney Road, London E15 1BL
Head Teacher: Mrs. J. L. Jones
Required for September, 1980:
DEPUTY HEAD TEACHER, Group 3
London Allowance £474 plus Social Priority Allowance. £300 to £375.
Application forms and further details may be obtained from the Head Teacher (Telephone: 01-534 2156) and should be returned to the Director of Education by 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BG.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
SHIREBROOK MIDDLE SCHOOL
Rox Lane, Sheffield, S13 7TW
Required for April, 1980, or earlier if possible:
DEPUTY HEAD TEACHER (Scale 3)
SENIOR TEACHER (Scale 2)
—GENERAL SUBJECTS but interested in mixed ability and team teaching and choir.
SENIOR TEACHER (Scale 2)
—GENERAL SUBJECTS but interested in mixed ability and team teaching, interest in co-operative learning and music an advantage. Scale 3 post available immediately for suitably experienced qualified candidate.
London Allowance £347 payable.
Closing date: 26 November.
Application forms (stamped addressed foolscap envelope please) from the Head Teacher, Mr. L. Mitchell, at the above address to whom they should be returned by 30th November, 1979.

CAMBRIDGESHIRE
PETERBOROUGH AREA
FULBRIDGE COUNTY JUNIOR SCHOOL
Rectory Road,
Peterborough, PE1 2XD
(Tel.: Peterborough 44901)
(Group 4: Roll 375)
Required for Easter, 1980, or another if possible:—
(1) An experienced TEACHER for a class of third year Juniors (Scale 2 post) to be responsible for Language Development throughout the school and the development and upkeep of Library Resource Areas.
(2) An experienced TEACHER for a class of fourth year Juniors with responsibility for Wave Maker, an Integrated Studies Development in Mathematics would be an advantage.
There is a possibility of assistance being given with housing in appropriate cases.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Mr. C. S. A. Smith, at the above address by 30th November, 1979.

CAMBRIDGESHIRE
PETERBOROUGH AREA
ST. BOTOLPH'S COUNTY JUNIOR SCHOOL
Dundale Road, Orton Longueville
Peterborough, PE2 0QA
(Telephone: Peterborough 231313
(Group 4: Roll 340)
Required for April, 1980, or earlier if possible:
Experienced ASSISTANT TEACHER for a purpose built Middle School.
—GENERAL SUBJECTS but interested in mixed ability and team teaching and choir.
ASSISTANT TEACHER (Scale 2) Lower Juniors
—GENERAL SUBJECTS but interest in Music, Games and Class. Mixed ability approach used.
ASSISTANT TEACHER (Scale 2) Middle School
—GENERAL SUBJECTS but interested in Music, Games and Class. Mixed ability approach used.
Scale 1 post available for suitably experienced qualified candidate.
London Allowance £347 payable.
Closing date: 26 November.
Application forms (stamped addressed foolscap envelope please) from the Head Teacher, Mr. L. Mitchell, at the above address to whom they should be returned by 30th November, 1979.

DORSET
WYKE REGIS C.E. (CONTROLLED) JUNIOR SCHOOL
Victoria Road, Weymouth
(Roll 400)
Well qualified and experienced TEACHER (Scale 3) required, Head of Year Group 4, to assist Head in Development. Ability to run a resources room an advantage.
Assistance with removal and local expenses.
Applications by letter giving full curriculum vitae and names and addresses of two referees direct to Head Teacher, Mr. C. S. A. Smith, at the above address by 30th November, 1979.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department,
The Civic Centre,
Hounslow, Middlesex TW3 4DN
HESTON INFANT SCHOOL
Heston Road, Hounslow TW5 0QR
Head Teacher: Mrs. Ann K. Haines
(Telephone: 570 3939)
ASSISTANT TEACHER for a second year graduate and a first year graduate, interest in co-operative learning and music an advantage. Scale 2 post available for suitably experienced qualified candidate.
London Allowance £347 payable.
Closing date: 26 November.
Application forms (stamped addressed foolscap envelope please) from the Head Teacher, Mrs. Ann K. Haines to whom they should be returned by the closing date.

BOROUGH OF HARINGEY
EDUCATION SERVICE

RHODES AVENUE J.M. & I. SCHOOL
Rhodes Avenue N22 4UT

HEAD TEACHER
(GROUP 5)

required for April, 1980, or earlier if possible.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this pleasantly situated school which includes an integrated Hearing Impaired Unit and a newly built Nursery.

London Allowance £474 payable.

Removal expenses—100% allowed in approved cases.

Application forms and further details (S.a.e.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 30th November.

Deputy Headships Senior Masters/ Mistresses

EALING
London Borough
EDUCATION SERVICE
DERWENTWATER FIRST SCHOOL
Derwentwater Place, Acton, London W3 0BW
Required HEAD TEACHER required from January or April 1980 to provide a very able and forward looking
DEPUTY HEAD TEACHER required from January or April 1980
Scale 2 Posts. Group 2 (Middle-upper)
Application forms for the above two posts (S.A.E.) from Miss Hall (Head Teacher) to be returned by 30 November 1979.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
WATLING JUNIOR SCHOOL
Adeyfield Road,
Hemel Hempstead
(Group 4)
Applications are invited from experienced TEACHERS with both agency and infant experience for the post of Deputy Head of the Junior School as from January, 1980.
Forms and further details from the Headmaster to whom completed applications should be returned by December 7th. (S.A.E., please).

The Authority is to erect a new unit for primary aged children and applications are invited from suitably qualified and experienced teachers who will be keen to be associated in close co-operation with other agencies. The unit will be based on a thriving nursery school and pupils will be taken from the whole of Calderdale.

Forms and further details obtainable from (on receipt of foolscap S.A.E.) The Chief Education Officer, Mr. Alexander Hailstone, King Cross Street, Halifax HX1 2EB, to whom completed forms should be returned by 30th November, 1979.

Applications submitted previously will be taken into consideration.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GILLINGHAM DIVISION
FEATHERBY C.P. JUNIOR SCHOOL
(Group 4)
MASTER/MISTRESS required Summer Term 1980 or earlier if possible. Person to take responsibility for Lower Juniors, an interest in Remedial Education an advantage.
Application forms and further details available on receipt of S.A.E. from Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned by 30th November.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
SHIREBROOK MIDDLE SCHOOL
Rox Lane, Sheffield, S13 7TW
Required for April, 1980 or earlier if possible:
DEPUTY HEAD TEACHER (Scale 3) teacher
Head Teacher: Mrs. Ann K. Haines
(Telephone: 570 3939)
—GENERAL SUBJECTS but interested in mixed ability and team teaching and choir.
ASSISTANT TEACHER for a second year graduate and a first year graduate, interest in co-operative learning and music an advantage. Scale 2 post available for suitably experienced qualified candidate.
London Allowance £347 payable.
Closing date: 26 November.
Application forms (stamped addressed foolscap envelope please) from the Head Teacher, Mr. L. Mitchell, at the above address to whom they should be returned by 30th November, 1979.

Other Posts on Scale 2 and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
UNIT FOR SPEECH AND LANGUAGE DISORDERED CHILDREN
Re-advertisement
Teachers as soon as possible. ASSISTANT TEACHER (Scale 2).

Classified Advertisements

The charge for advertising in all classifications is 90p per line (minimum 3 lines).

Display in classified advertisements £5.00 per single column cm (minimum space 5.5 cm double column at £95.00).

A charge of £1 is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8EZ,
by Monday for the following Friday's issue.

ilea
Inner London Education Authority

For teaching posts in Inner London

See pages 56-57

PRIMARY
Scale 2 Posts
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
SLADE COUNTY PRIMARY SCHOOL
The Slade, Tonbridge TN9 1HR
Required for January or Summer Term, an experienced TEACHER for UPPER JUNIORS; responsibility for MUSIC including extra-curricular activities. French a recommendation.
Scale 2 post for suitable applicant.
Please apply direct to the Headmaster.

KIRKLEES
METROPOLITAN COUNCIL
MOORHOUSE C.E. (C) INFANTS SCHOOL
(Ref. 100)
Dryclough Road, Crosland Moor Huddersfield
Required for January 1980 or as soon as possible thereafter, experienced TEACHER, Scale 2, to be responsible for the teaching of ENGLISH as a Second Language throughout the school. The position involves considerable pastoral work and close liaison with both colleagues and parents of Asian origin.
Application forms (S.A.E. please) from the Director of Educational Services (Ref 8), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned.

LONDON, N.W.5.
ELEANOR PALMER (J. M. & I.) (N.C.)
Lupton Street, N.W.5,
Telephone 485 2455.
Experienced MUSIC TEACHER (Scale 2), required for April 1980 or as soon as possible for the teaching and development of music throughout the school. There is a good tradition of music making in the school and the successful applicant will be given every encouragement to involve all children in practical music, explorations through class teaching and extra curricular activities.
Pupils are taught the violin in large groups by a teacher of international repute.
The school is well equipped and lively with a friendly happy atmosphere. Visits and enquiries welcomed.
Please contact the Headmaster.

NEWHAM
(London Borough of)
SELWYN JUNIOR SCHOOL
Cecil Road
London, E13 0LX
(Tel 01-471 6174)
Head Teacher: Mr. A. Forster
(Roll: 185)
Required for January, 1980, or as soon as possible thereafter TEACHER to be responsible for PHYSICAL EDUCATION and GAMES throughout the school. Scale 2
London Allowance £474.
Application forms and details may be obtained from the Head Teacher and should be returned to the undersigned by 7th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

NEWHAM
(London Borough of)
CARPENTERS JUNIOR AND INFANT SCHOOL
Carpenters Road,
London E15 2JQ
Head Teacher: Mr W. Hall
(Roll: 205 plus 50 place Nursery Unit)
Require for January, 1980, or as soon as possible thereafter TEACHER to be responsible for LANGUAGE WORK in the Junior Department, the Library and the School Bookshop. Scale 2.
London Allowance £474 plus Social Priority Allowance £201-£276
Application forms may be obtained from the undersigned to whom they should be returned by 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of)
PARK JUNIOR SCHOOL,
Eleanor Road, London E15 4AB
(Tel.: 01-534 4065)
Head Teacher: Mr. E. W. Hanson
(Roll 2..)
Required January, 1980, or as soon as possible thereafter
TEACHER to be responsible for MUSIC throughout the school. Scale 2.
London Allowance £474 plus Social Priority Allowance £201 to £276
Application forms and details may be obtained from the Head Teacher and should be returned to the undersigned by 7th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for Easter 1980:
STOWLAWN J. & I. SCHOOL
MATHEMATICS CO-ORDINATOR (Scale 2)
Application forms and further details available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement appearing (S.A.E., please.)

Scale 1 Posts

DURHAM
COUNTY COUNCIL
EDUCATION DEPARTMENT
LANGLEY MOOR R.C. (AIDED) JUNIOR MIXED AND INFANT
Infants' Reception Class, 2 year age range.
Qualified ASSISTANT TEACHER. Salary Scale 1, required for January, 1980.
Application form, obtainable from the Area Administrative Officer, Area Education Office, Room 5/93, County Hall, Durham, on receipt of a stamped addressed foolscap envelope, to be returned by 30th November, 1979.

DEPUTY HEAD
(GROUP 4)
Salary: £4,740-£6,171
St. Margaret Mary R.C. J.I. School
Perry Common Road
Birmingham B23 7AB
A vacancy exists for a Deputy Headteacher at St. Margaret Mary R.C. J.I. School, Perry Common Road, Birmingham, B23 7AB. Application should be made to the Correspondent Manager, c/o Headteacher at the school. Closing date 30th November, 1979.
BIRMINGHAM CITY COUNCIL

BOROUGH OF HARINGEY
REQUIRED FOR APRIL, 1980
DEPUTY HEAD
(GROUP 11)
NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL
Trulock Road, Tottenham N17 0PG
Telephone 01-801 0091
Roll: 1,200
Additional allowances payable:
London £474
Social Priority £201/£276
Removal Expenses (100% allowed in approved cases)
Applications are invited from well-qualified men and women for this responsible and challenging post in this purpose-built comprehensive school where general standards and a carefully-structured pastoral system enjoy a high priority.
The successful candidate will be expected to develop the curriculum policy within the school, formulate and administer the timetable and share other duties with the Second and Third Deputies. Commitment and enthusiasm are essential.
Vacancy due to the promotion of the present holder to a Headship.
Candidates wishing to visit the school are most welcome.
Further details and application forms are available from the Chief Education Officer, Education Offices, Somerset Road, N17 9EH, and should be returned to the Headmaster by November 30, 1979.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
The Civic Centre, Lampton Road
Hounslow TW3 4DN
HOUNSLOW HEATH JUNIOR SCHOOL
Cambridge Road, Hounslow
TW4 7HD
Headmaster: Mr. M. J. P. Gair, J.P., B.A., A.C.P., A.I.S.T.D.
Telephone Number: 01-570 1752
Required January, 1980, or as soon as possible:
CLASS TEACHER for vertically-grouped class aged seven to nine who has particular interest and ability in music.
The school is multi-cultural and is organized on a class basis with some cooperative teaching.
London Allowance £327 payable.
Closing date: within 10 days.
Application forms (stamped addressed foolscap envelope, please) from the Headmaster at the school to whom they should be returned by the closing date.
A. Groves, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ALLINGTON COUNTY PRIMARY SCHOOL
Hildenborough Crescent, Maidstone
Required for January, 1980, ASSISTANT TEACHER for Juniors.
Please state special interests.
Application forms from the Headmaster (s.a.e.)

KIRKLEES
METROPOLITAN COUNCIL
LEPTON COUNTY FIRST SCHOOL
(Ref 801)
Station Road, Lepton Huddersfield
Required for 2 terms January-August, 1980—temporary TEACHER, Scale 1, to take charge of a class of mixed ability 5/6 year old children in this newly organised First School. The teacher must be enthusiastic and energetic and able to make a definite contribution to the development of this school during his/her two term appointment.
Application forms (S.A.E. please) from the Director of Educational Services (Ref 8), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned.

KIRKLEES
METROPOLITAN COUNCIL
PURLWELL INFANT AND NURSERY SCHOOL
EDUCATIONAL VISITOR
For further details see under "Nursery, Scale 1".

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest
Required for January, 1980
THOMAS GAMUEL INFANTS' SCHOOL
Gamuel Road, Walthamstow, London, E.17
Head Teacher, Miss S. J. Brodie
(1) ASSISTANT TEACHER required for open-plan unit, to teach a vertically grouped class. Ability to offer music would be an advantage.
(2) ASSISTANT TEACHER required for vertically grouped class.
Both posts: Burnham Scale 1 (with possibility of Scale 2 for Post 1) plus Social Priority Allowance and £327 Outer London Allowance.
Application forms (enclose s.a.e.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date: 30th November, 1979.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest.
Required for January, 1980,
MAYVILLE INFANTS' SCHOOL
Lincoln Street, London E11 4PZ
Head Teacher: Mrs. M. Phonister
(1) ASSISTANT TEACHER—for Open-Plan, Team Teaching School. Scale 2 available for suitable applicant offering Music and/or experience in a Team Teaching situation.
(2) TEMPORARY TEACHER—vacancy created by teacher taking Maternity leave. Scale 1.
In both instances, Social Priority Allowance plus £327 Outer London Allowance is payable
Application forms (enclose stamped addressed envelope) obtainable and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ
Closing date: 30th November, 1979.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest.
Required for January, 1980
CANN HALL INFANTS' SCHOOL
Cann Hall Road, Leytonstone, London, E11.
Head Teacher: Mrs A Field.
Temporary TEACHER required for reception class (to cover vacancy as a result of maternity leave).
Burnham Scale 1 plus Social Priority Allowance and £327 Outer London Allowance.
Application forms (enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date: 30th November, 1979.

WALTHAM FOREST
(London Borough of)
The borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1980—
CHINGFORD C. of E. JUNIOR SCHOOL
Cambridge Road, London E4 7BP
Head Teacher: Miss D. Polk
TEMPORARY TEACHER required for one term only for third-year Junior class. Ability to assist with BOYS' PHYSICAL EDUCATION.
Burnham Scale 1 plus £327 Outer London allowance.
Application forms (enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date: 30th November, 1979.

WALTHAM FOREST
(London Borough of)
The borough is within easy access of Central London and bordered by Epping Forest.
Required for January, 1980—
GREENLEAF PRIMARY SCHOOL
Greenleaf Road, Walthamstow, London, E.17
Head Teacher: Mr. G. H. Hast
(1) ASSISTANT TEACHER for partially vertically grouped reception Infant Class.
(2) TEMPORARY ASSISTANT TEACHER for third-year Junior Class.
Both appointments on Burnham Scale 1 plus Social Priority allowance and £327 Outer London allowance.
Closing date: 30th November, 1979.
Application forms (enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 [illegible]

Middle School Education

Deputy Headships Senior Masters/Mistresses

EALING
(London Borough of)
Education Service
HAVELOCK MIDDLE SCHOOL,
Havelock Road, Southall, Middx. UB2 4PA
Required for January or April, 1980,
DEPUTY HEADTEACHER
Group 5
Applications are invited for the DEPUTY HEADSHIP of this new purpose built 8-12 middle school designed for flexible organisation.
The post provides an opportunity for an experienced and energetic teacher to join a strong team in establishing the school which occupies buildings forming part of a new and imaginatively designed community campus serving the varying needs of a multi-ethnic community.
The successful applicant will have scope for professional leadership at all levels in developing an appropriate curriculum and organisation for the school using the extensive resources and facilities of the Havelock site.
A genuine interest in multi-cultural education and a willingness to become involved in extra curricular activities is essential.
Application forms (stamped addressed envelope) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU, to be returned to the Headmaster as soon as possible.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
ST. THERESA'S R.C. J. and I. SCHOOL
Prince of Wales Road, Sheffield S2 1EY
Required for April: a DEPUTY HEAD Group 3 plus S.P.S.
Application forms and further details available from the Chief Education Officer to whom they should be returned within two weeks of the appearance of this advertisement.

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

OXFORDSHIRE
COUNTY COUNCIL
IVANHOE MIDDLE SCHOOL, Knights Road, Blackbird Leys Oxford OX4 5DQ
Group 6
Number on Roll: 320
Temporary HEAD of CRAFT—Scale II plus L.P.A. To be appointed from 19th November, or as soon as possible afterwards, due to maternity leave.
Applications to the Headmaster at the school. Tel. Oxford 771703.

English

Scale 1 Posts

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
WINDMILL RIDGE MIDDLE SCHOOL
Abbey Road, Mansfield Nottinghamshire NG18 3AF
Headmistress: Mrs. M. C. Saywood, A.C.P.
Mixed: 414 (nine to 13).
For January if possible, ENGLISH SPECIALIST (Scale 1) able to offer General Subjects for nine to 13 age range. Full commitment to total care of children essential.
Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

Music

Heads of Department

SUFFOLK
COUNTY COUNCIL
SCALTBACK MIDDLE SCHOOL Newmarket
(Mixed Comprehensive 9-13 500 on roll)
Required from the Summer Term, 1980, in this purpose-built school, a suitably experienced teacher to act as CO-ORDINATOR OF MUSIC (Scale 3) to be responsible for teaching music throughout the school, and for the development of other related activities. Fully equipped music room and separate instrumental music.
Further details and application form obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Scaltback Middle School, Elizabeth Avenue, Newmarket, CB8 0BJ.

Other Posts on Scale 2 and above

EALING
(London Borough of)
EDUCATION SERVICE
TUDOR MIDDLE SCHOOL
Tudor Road, Southall, Middlesex UB1 1NX
Required for January, 1980, TEACHER to take MUSIC throughout the school. Piano essential, other instruments optional. Some class teaching required occasionally.
Scale 2 salary plus £474 London Allowance and Social Priority payments.
Application forms (S.A.E.) from Head Teacher to be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
Southern Area
STREETFIELD MIDDLE SCHOOL,
Dunstable Road, Caddington.
Headmaster Mr. A. H. Roberts
MUSIC
Required for January, 1980, if possible or Easter, temporary for two terms, a TEACHER of MUSIC: Scale 1 for this newly established purpose-built Middle School to teach music four days a week. There are good facilities for various types of musical activity and the school is supported by a team of visiting music teachers.
Further details and application forms obtainable from and returnable to the Headmaster, (S.A.E. please).

Science

Other Posts on Scale 2 and above

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post—
WINDMILL RIDGE MIDDLE SCHOOL
Abbey Road, Mansfield Nottinghamshire NG18 3AF
Headmistress, Mrs. M. C. Saywood, A.C.P.
Mixed 414 (nine to 13).
For January if possible, SCIENCE SPECIALIST (Scale 2) able to offer General Subjects for nine to 11 age range. Full commitment to total care of children essential.
Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

OXFORDSHIRE
COUNTY COUNCIL
DONNINGTON MIDDLE SCHOOL
Cornwallis Road, Oxford
Tel: Oxford 779554
Number on Roll 500
Age range 9-13
SCIENCE AND GENERAL SUBJECTS:
A post has become vacant, because of promotion, of a Scale 1 teacher (two terms, temporary) at this school. Approximately 4/5 of the teaching would be in the purpose-built, well equipped, science laboratory and the most of the remaining time devoted to the Humanities and Games.
Application should be made by letter to Headmaster at the school including the names and addresses of two recent referees, within seven days of this advertisement appearing.

Other than by Subject Classification

Other Posts on Scale 2 and above

BERKSHIRE
PRIORY COUNTY MIDDLE SCHOOL
Orchard Avenue, Slough, SL1 6HE
Number on roll: 250
ASSISTANT TEACHER (Scale 1/2)
Required for January, 1980, or as soon as possible, an enthusiastic class TEACHER for third or fourth year class. An interest in Games or Music would be an advantage. Scale 2 post for suitably qualified applicant. Candidates able to offer temporary appointment will be considered.
Application forms and details from Head Teacher, S.A.E.
Closing date December 5.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
BERRY HILL MIDDLE SCHOOL
Black Scotch Lane, Mansfield Nottinghamshire NG18 4JW
Headmaster: J. M. Greenhow, A.C.P.
Mixed: 590 (nine to 13).
For Easter or earlier if possible, YEAR GROUP LEADER and HEAD of SCIENCE (Scale 3). A well-qualified SCIENCE TEACHER, preferably a graduate, is required with experience in Middle School *Philosophy and teaching*, and able to lead a Year Group Team.
Application forms (s.a.e.) available from the Area Education Officer, St. John Street, Mansfield, Nottinghamshire.

Secondary Education

Deputy Headships Senior Masters/Mistresses

DERBYSHIRE
EDUCATION COMMITTEE
BEMROSE SCHOOL
Uttoxeter Road, Derby DE3 3HU
(1,300 mixed Comprehensive, 11-18 years)
Required for September, 1980, Second MISTRESS/MASTER with particular responsibility for GIRLS WELFARE and DISCIPLINE. Successful candidate would be expected to take a full part in the general organisation and administration of the school.
Further details may be obtained from the Headmaster to whom letters of application with names of two referees should be sent within ten days of appearance of this advertisement. Please enclose a stamp but no envelope for reply.

CAMBRIDGESHIRE
CAMBRIDGE AREA
Applications are invited for the
Headship
of the
Netherhall School, Cambridge
Which will become vacant on 1st September 1980 on the retirement of Mr. E. D. Scarisbrick. The School is an 11-18 Mixed Comprehensive (Roll 1,444) including 166 in the Sixth Form and is in Group 12.
For details and application form please send stamped addressed envelope (10in. x 7in./25cm. x 18cm.) to Senior Area Education Officer, Shire Hall, Castle Hill, Cambridge CB3 0AP. Closing date 3rd December 1979.

NORTH YORKSHIRE COUNTY COUNCIL
South Craven School (Group 12)
Applications are invited from suitably qualified men and women for appointment as Head of this co-educational comprehensive school for pupils aged 11-18. At present there are about 1,600 pupils on roll, including approximately 140 in the sixth form, drawn from town and rural areas. The school premises, which are modern and attractive, occupy an outstanding site in Crosshills some five miles south east of Skipton.
The post falls vacant on the retirement of the present Head, and the successful candidate will be expected to take up the appointment on April 23, 1980.
Further details and application forms (returnable by December 3, 1979) are obtainable on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton, North Yorkshire DL7 8AE.

SECONDARY
Deputy Headships continued

ESSEX
HASSENBROOK COMPREHENSIVE SCHOOL
(Roll 1,398)
Hassenbrook Road, Stanford-le-Hope
Tel.: Stanford-le-Hope 71566
SECOND MASTER or MISTRESS.
London fringe allowance.
Applicants should be well experienced at Senior level in the work of large schools. Further information by request.
Curriculum vitae and names of referees to Headmaster (foolscap S.A.E. please).

HARINGEY
(Borough of)
TOTTENHAM SCHOOL
Selby Road, London N17 8JN
Telephone: 01-808 4306
(Mixed comprehensive school of 1,160 for the age range 11 to 18).
DEPUTY HEAD, Group 11 (Curriculum), required for January, 1980, or as soon after as possible.
The post carries responsibilities for the organization and development of the curriculum including timetabling. The appointed person would be expected to join the senior management team and to contribute to the formulation and implementation of school policy.
Social Priority Allowance £201/£276.
London Allowance (£474) payable. Removal expenses 100 per cent allowed in approved cases.
Further particulars, including job specification, available from the Headmaster.
Closing date for applications, 30th November, 1979.

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL,
Pinkwell Lane, Hayes, Middlesex UB3 1PG
(Number on roll 938: 36 in Sixth Form)
Required for January, 1980,
An excellent TEACHER as SECOND MASTER/MISTRESS (Director of Studies) Group XI.
The successful candidate will be responsible for curriculum development, timetabling, staff in-service training and the coordination of assessments and reports.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance payable.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
(11-18 Mixed Secondary)
Required for April, 1980, an experienced teacher to be ASSISTANT HEAD of this Group 11 school.
Further details and application forms are available from the Registrar at the school. Write or telephone Sheffield 392071.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
HURLFIELD CAMPUS
East Bank Road, Sheffield, S2 2AL
Required to commence duties as from Easter, 1980, a THIRD ASSISTANT HEAD for this mixed comprehensive school (salary—Deputy Head—Group 11 plus S.P.S. allowance). The successful candidate will join the school management team of Head, two other Assistant Heads and three senior teachers.
The outgoing Deputy has been responsible for curricular and allied aspects. We are seeking to appoint a well qualified person with initiative and proven administrative skills, able to play a key leadership role.
The vacancy arises following the promotion of the present holder to a Headship.
Further particulars and application forms available from the Head Teacher at the school and closing date 30th November.

SURREY
EDUCATION COMMITTEE
HEDSTONE SCHOOL
Redhill
Second MASTER/MISTRESS, Group 9.
Apply to the Head, telephone Redhill 62691.

WILTSHIRE
PEWSEY VALE SCHOOL
Pewsey, Wilts SN9 5BW
Pewsey 2481
(Co-educational 11-16)
SENIOR MASTER/MISTRESS required from April, 1980. Vacancy arises from the promotion of the present holder. The specific responsibilities of the post will be determined in the light of the interests and experience of the successful candidate but are expected to include responsibility for the co-ordination of the pastoral care system including girls discipline. The teacher appointed will play a key role in the development of a thriving Comprehensive School and will be expected to work in co-operation with the Head of Year and Heads of Faculty.
The School received its first combined catchment area in 1976 and recent extensions have provided excellent facilities on one site in the beautiful Vale of Pewsey.
Letters of application indicating experience, active interests and names of two referees, together with a curriculum vitae, should be sent to the Headmaster. Further details sent on receipt of stamped addressed envelope.

Remedial Posts

Heads of Department

HILLINGDON
(London Borough of)
GREENWAY SCHOOL
The Greenway, Uxbridge, UB8 2PR
(Roll 997, 48 in Sixth Form)
A well-qualified and experienced TEACHER is required as HEAD OF REMEDIAL DEPARTMENT (Scale 3) as soon as possible.
London Allowance payable.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Scale 1 Posts

BARNET
(London Borough)
HENDON SCHOOL
Golders Rise, Hendon, NW4
01-202 9004
Mixed Comprehensive
Roll 1,022: Sixth Form 155
Required January, 1980, TEACHER of REMEDIAL SUBJECTS to share the work with head of department in well-equipped, self-contained remedial suite. Scale 1.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply immediately to Headmaster offering curriculum vitae and quoting two referees (SAE).
Director of Educational Services.

BROMLEY
(London Borough of)
THE WALSINGHAM SCHOOL
Chipperfield Road, St. Paul's Cray, Orpington, Kent
(Co-ed comprehensive, 11-18, seven-form entry)
Tel.: 01-300 1288
Required for January, 1980, a TEACHER for pupils with learning difficulties. A teacher with suitable experience in secondary schools is preferred but applications from teacher with suitable primary experience or qualification will be given serious consideration.
Removal and other expenses payable in approved cases.
Applications should be made by letter to the Headmaster at the school giving details of qualifications and experience together with the names and addresses of two referees. Further details will then be sent.

DERBYSHIRE
MICKLEOVER SCHOOL
Murray Road, Mickleover, Derby DE3 5LD
Part-time TEACHER required as soon as possible for REMEDIAL EDUCATION for 2½ days each week.
Applicants must have experience.
Apply by letter and curriculum vitae to the Headmaster at the school. Details will be sent to applicants. There are few pupils. Staff support is good.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
The Civic Centre, Lampton Road Hounslow TW3 4DN
FELTHAM SCHOOL
Boundaries Road, Feltham Middlesex TW13 5EW
Telephone Number: 01-890 0167
(11 to 18; co-educational comprehensive school; number on roll 1,750)
Headmaster, Paul M. Grant, B.Sc. Required for January, 1980, or as soon as possible thereafter, a TEACHER to establish within a large comprehensive school a new unit for children with special learning difficulties. Scale 1 plus Special School Allowance of £441. Within the spirit of the Warnock report Hounslow is establishing special units within secondary schools and this unit is envisaged as a self-sufficient specialist activity working in close association with the school's other special education units for remedial children, English as a second language, fifth year leavers and school counselling.
The school is organized on a House system of pastoral care. Every member of staff is attached to a House and is expected to contribute to the life work of the House. A separate block accommodates Upper School (years 5 and 6) approximately 500 pupils.
This 10/11-form entry comprehensive school is situated near London Airport, M3, M4 and the open countryside of the Thames Valley. The buildings are modern and well equipped and an extensive building programme is planned in order to provide a new purpose-built school with dual use community facilities on one site.
London Allowance £327 payable.
Letters of application (no forms) within seven days to the Headmaster from whom further information can be obtained giving details of qualifications, experience and the names and addresses of two referees.
A. Groves, Director of Education.

CAMBRIDGESHIRE
CAMBRIDGE AREA
Manor School, Arbury Road, Cambridge CB4 2JF
Required from Easter, 1980:
DEPUTY HEAD
to join the Senior Administrative Team of this 11-16 Mixed Group 11 Comprehensive School. Current salary scale £7,779-£8,526. Candidates should possess successful experience in the academic, pastoral and administrative life of a large comprehensive School. We are seeking a person who can combine initiative with team work.
Further details and an application form are available from the School upon receipt of a stamped addressed envelope. (Cambridge 0223) 354937/354949.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road Hounslow TW3 4DN
FELTHAM SCHOOL
Boundaries Road, Feltham Middlesex TW13 5EW
Headmaster, Mr. Paul M. Grant, B.Sc.
Required for January, 1980, a TEACHER (Scale 1) to join the REMEDIAL DEPARTMENT. A two-term appointment would be preferred but applications will be considered from teachers seeking a permanent post.
The school is organized on a House system of pastoral care. Every member of staff is attached to a House and is expected to contribute to the life and work of the House. A separate block accommodates Upper School (years 5 and 6) approximately 500 pupils.
This 10/11-form entry comprehensive school is situated near London Airport, M3, M4 and the open countryside of the Thames Valley. The buildings are modern and well equipped and an extensive building programme is planned in order to provide a new purpose-built school with dual use community facilities on one site.
London Allowance £327 payable.
Letters of application (no forms) within seven days to the Headmaster from whom further information can be obtained giving details of qualifications, experience and the names and addresses of two referees.

KINGSTON Upon Thames
(Royal Borough of)
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton Surrey, KT6 4TU
(Tel 01-399 2687)
Six Form Entry, Co-educational, 11 to 18, non-selective. Strong academic sixth form with courses up to university entrance.
Required for April, 1980, qualified and experienced REMEDIAL TEACHER (Scale 1) to give help and support in basic subjects to children in years one to three, organised on a withdrawal basis. All remedial teaching is organized in small groups and applications from junior-trained teachers would be welcome. Temporary post for one or two terms.
London Allowance £327.
Application forms, and further details, from the Headmaster at the school to be returned to him as soon as possible.

By Subject Classification

Art and Design

EALING
(London Borough of)
EDUCATION SERVICE
REYNOLDS HIGH SCHOOL
Gunnersbury Lane, Acton W3 8EQ
Tel. 01-992 4606
Required from Autumn Term, 1979, HEAD OF ART, Scale 3.
An experienced teacher is required to develop and widen the scope of the work and to link with other departments within the Faculty of Arts and Crafts to produce Integrated Courses in the lower school.
London Allowance £474 plus Social Priority Allowance.
Forms obtainable from the Headmaster (SAE), to be returned as soon as possible.

SUFFOLK
COUNTY COUNCIL
SUDBURY UPPER SCHOOL
(Mixed comprehensive 13-18: 1,050 on roll, 160 in Sixth)
Required for Summer Term, 1980, HEAD of ART (Scale 3) to lead a well established Department. Excellent modern facilities. "A" level well established. Interest in fabric printing and print making an advantage.
Further details and application form obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Sudbury Upper School, Tudor Road, Sudbury, Suffolk. Closing date: 30th November, 1979.

SURREY
EDUCATION COMMITTEE
WARLINGHAM COUNTY SECONDARY
HEAD of ART, Scale 3, required April, 1980.
Apply to the Head, telephone Upper Warlingham 4067.

Other Posts on Scale 2 and above

SANDWELL
(Metropolitan Borough of)
WILLINGSWORTH HIGH SCHOOL
(11 to 16 Comprehensive)
Required for April, 1980: ART
Scale 2 plus S.P.A.
To assume special responsibility for less able child in Upper School and development and organisation of Craft Room mainly involving Ceramics.
Application forms available from and returnable to Head Teacher, Bilston Road, Gospel Oak, Tipton, West Midlands. Closing date 27th November, 1979.

Scale 1 Posts

BARNET
(London Borough)
HENDON SCHOOL,
Golders Rise, Hendon, NW4
01-202 9004
Mixed Comprehensive. Roll 1,022. Sixth Form 155.
Required January, 1980, TEACHER of ART, Scale 1. Knowledge of Screen Printing an advantage but other special areas of interest should be mentioned. A temporary appointment until August 31st could be possible due to reallocation of staffing.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply immediately to Headmaster offering curriculum vitae and quoting two referees (SAE).
Director of Educational Services

BARNET
(London Borough)
MOAT MOUNT SCHOOL
Worcester Crescent, Mill Hill, N.W.7.
Telephone No. 01-959 0017
Mixed Comprehensive. Roll 895. Sixth Form 104.
Required January, 1980, or as soon as possible, TEACHER to join ART DEPARTMENT. Scale 1. A Potter or Sculptor is needed to develop 3 dimensional activities in a successful department, where there is already an established "A" Level pottery course. Ability to work as member of team essential.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply to Headmaster giving full details (S.A.E.).
Director of Educational Services.

BROMLEY
(London Borough of)
THE RAMSDEN SCHOOL FOR BOYS
Gilmans Road, Orpington, Kent
Six-form Comprehensive
Headmaster: D. A. Davies, B.Sc.
Telephone: Orpington 31075
Required for the Spring and Summer Terms 1980, a TEMPORARY TEACHER for POTTERY throughout the school.
The Art Block includes a fully-equipped pottery with other specialist rooms. The post could be filled by two part-time teachers.
The school is housed in modern buildings on an attractive site shared with the Ramsden School for Girls. The joint sixth form of 170 boys and girls offers a wide range of well established "A" level courses. London Allowance £327.
Applications direct to the Headmaster at the school giving full details of qualifications and experience, together with names, addresses and telephone numbers of two referees.

CAMBRIDGESHIRE
MARCH AREA
CROMWELL COMMUNITY COLLEGE
Wenny Road, Chatteris, Cambs.
Tel.: Chatteris 2193
Group 9. Roll 654 mixed (11-16)
Required for January, 1980:—
A TEACHER of ART (Scale 1) specialising in ceramics, to work as part of a team in the purpose built art and design department of this pleasantly situated rural Community College. "O" level and C.S.E. courses are fully established.
Possibility of a school house and adult evening work being available.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Principal, Mr. E. Knighton, at the above address within 10 days of the appearance of this advertisement.

HERTFORDSHIRE
ST. AUDREY'S SCHOOL
Travellers Lane, Hatfield, Herts
Urgently required for January 1st, 1980:
TEACHER of BOYS' CRAFT, preferably metalwork and engineering.
Applications direct to the Headmaster (Hatfield 62106).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
AYLESFORD SCHOOL (1,000)
Teapot Lane, Aylesford, Maidstone, Kent
Vacancy for January, 1980. Applications are invited for the following teaching post: TEACHER for CRAFT, including some Metalwork and D.I.Y. State other interests.
The school, situated in a pleasant residential area 3½ miles N.W. of Maidstone, is fully comprehensive in the first two years with some transfers to Upper Schools at 13-plus. G.C.E. "O" level and C.S.E. courses.
Applications should be made by letter to the Headmaster, stating relevant personal details training, qualifications and experience, together with the names of two referees.

SANDWELL
(Metropolitan Borough of)
WODENSBOROUGH HIGH SCHOOL
(11 to 16 Comprehensive)
Required for January, 1980:
ART and POTTERY
Scale 1
Interest in Drama an advantage.
Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Hydes Road, Wednesbury, West Midlands.

Careers

Other Posts on Scale 2 and above

DURHAM
COUNTY COUNCIL
WILLINGTON PARKSIDE COMPREHENSIVE SCHOOL
11 to 16 years. 1,196 on roll
CAREERS. Salary Scale 2. Experienced TEACHER required for April, 1980 or earlier if possible to be responsible for all careers guidance and teaching for boys within the school. Ability to teach mathematics would be an advantage.
S.A.E. for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications November 30, 1979.

Commercial Subjects

Heads of Department

BARNET
(London Borough of)
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Herts
449 2984
Five-form Comprehensive from three-form Grammar
(Roll 750, Sixth Form 120)
Required January or Easter, 1980 HEAD of SECRETARIAL DEPARTMENT.
Scale 3 for suitably qualified and experienced teacher. Graduate with senior secretarial experience also considered. This very successful department offers a two-year course to Sixth formers working towards R.S.A. examinations in shorthand, typewriting, medical typewriting, etc., in combination with 'A' levels.
Three well-equipped rooms including model office, with two other part-time teachers.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Application forms and further details from Headmistress (S.A.E.).
Director of Educational Services.

Other Posts on Scale 2 and above

HARINGEY
(Borough of)
THE WILLIAM FORSTER SCHOOL
Langham Road, London N15 3RB
Comprehensive Mixed (11-18)
School, 1,238 on roll
HEAD OF DEPARTMENT (Scale 2) BUSINESS STUDIES AND ECONOMICS.
Required for 8 January, 1980, or as soon as possible thereafter, experienced, enthusiastic teacher capable of teaching Economics, Business Studies and related skills at least to "O" level.
Apply by letter in the first instance, enclosing a curriculum vitae and the names and addresses of two referees, to the Headmaster.
London Allowance (£474) payable.
Removal expenses—100 per cent allowed in approved cases.

HARROW
EDUCATION COMMITTEE
Required for Easter, earlier if possible, COMMERCE TEACHERS (male/female).
Vacancies exist in two of our High Schools in the Edgware, Stanmore area.
Applicants should be able to offer Shorthand, Typing and Office Practice for C.S.E., Pitman and R.S.A. Examinations.
Up to Scale 3 available for suitably qualified experienced candidates.

Scale 1 Posts

OXFORDSHIRE
COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Road, Chipping Norton, Oxon.
Telephone No. C. Norton 2097
Comprehensive; 1,000 on roll
A TEACHER of TYPEWRITING and OFFICE PRACTICE is required for January, 1980, in the Department of Business Studies. The Department is progressive and well-equipped, offering a fully integrated course in all commercial subjects in the fourth and fifth years and in the Sixth Form to the appropriate examination level (C.S.E. or R.S.A. stages I to III). There is a good record of examination success.
It is desirable that applicants should be suitably qualified and experienced, but consideration will be given to candidates with the appropriate skills and experience in some other field.
Salary Burnham Scale 1 (for qualified teachers) or a mutually agreed Instructor's Salary for other applicants.
Apply to the Headmaster (no forms) with full details of experience and qualifications, giving two names for reference. Further particulars available on request.

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD COMPREHENSIVE SCHOOL
Windward Way, Chelmsley Wood, West Midlands, B36 0UE.
Required as soon as possible, an experienced TEACHER of TYPEWRITING. The ability to teach Pitman Script or Office Practice would be an advantage. The Commerce Department is small but successful and is generously and expensively equipped.
Courses leading to C.S.E., Pitman and R.S.A. examinations.
Salary: Scale 1, plus social priority allowance of £201 per annum. Possibility of a scale 2 for a suitably qualified and experienced applicant.
Letters of application, together with full curriculum vitae, and the names and addresses of two referees, to the Headmaster, enclosing S.A.E.

Tayside Regional Council
EDUCATION
POSTS OF RESPONSIBILITY
PRIMARY
(P) CLEISH PRIMARY SCHOOL
HEAD TEACHER (Responsibility Allowance £783)
(Roll 39)
This is a two-teacher school situated in the village of Cleish, three miles off the M90 Motorway, and approximately four miles south of Kinross. Schoolhouse available.
SECONDARY
(D) WHITFIELD HIGH SCHOOL, DUNDEE
PRINCIPAL TEACHER OF PHYSICAL EDUCATION
(Responsibility Allowance £1,419)
TEACHER POSTS
(D) GROVE ACADEMY, DUNDEE
MUSIC
(D) LINLATHEN HIGH SCHOOL, DUNDEE
HOME ECONOMICS
(P) PERTH GRAMMAR SCHOOL
MUSIC
(P) CRIEFF HIGH SCHOOL
MUSIC
Application forms and full details are obtainable, according to post annotations, from:—
(D): Divisional Education Officer, Floor 7, Tayside House, 28 Crichton Street, Dundee DD1 3RL
(P): Divisional Education Officer, 3 York Place, Perth PH2 8EW.
The closing date for the receipt of applications is FRIDAY, NOVEMBER 30, 1979.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
WEDNESFIELD HIGH SCHOOL
Required for January 1980:
COMMERCE
(Scale 1)
(Full-time appointment preferred, but temporary and or part-time appointment for one or two terms considered.)
Commercial subjects include Typing, Office Practice and Commerce to C.S.E., R.S.A. levels and Business Studies to "O" and "A" levels. Courses are well established within the school and based on well-equipped Commercial Rooms.
This 11 to 18 fully Comprehensive School is located on a spacious campus in the north-east residential area of the borough.
Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement appearing. (S.A.E., please.)

Domestic Subjects

Other Posts on Scale 2 and above

BEDFORDSHIRE
SOUTHERN AREA
BEECH HILL HIGH
Dunstable Road, Luton
Headmistress:
Mrs. V. Mitchell-Rawles O.B.E., M.Ed.
HOME ECONOMICS
Scale 2
Required for January if possible or Easter, a TEACHER to take full responsibility for HOME ECONOMICS within the Homecraft Department which is an integral part of the Faculty of Design. Salary Scale 2 plus S.P.A. allowance. The vacancy is in a mixed comprehensive high school in the 11 to 16 age range with 610 pupils from multi-cultured backgrounds on roll—a fact which has particular implications for this post since some knowledge of the varying culinary cultures would be advantageous.
Long established G.C.E./C.S.E. courses available and an excellent four-roomed teaching flat is incorporated in the practical work.
Some assistance with accommodation may be possible.
Further details and application forms obtainable from and returnable to the Headmistress, (S.A.E. please.)

Scale 1 Posts

BROMLEY
(London Borough of)
CATOR PARK SCHOOL FOR GIRLS
Lennard Road, Beckenham, Kent
Roll 932
Required for January, 1980, or as soon as possible thereafter, a TEACHER of COOKERY at this six-form entry girls' comprehensive school.
Removal and other expenses payable in approved cases.
Applications should be made to the Headmistress at the school, giving names and addresses of two referees.

ilea

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school unless otherwise stated. School visits by appointment are welcome.
Inner London Area Payment (£474 per annum) in addition to the appropriate Burnham salary scale. The closing date for applications is 14 days from publication date.

INNER LONDON EDUCATION AUTHORITY

SECONDARY SCHOOLS

Headships

PECKHAM MANOR (SB) SCHOOL
Peckham Road, London, SE15 5LP
Following the retirement of the present Headteacher, Mr. L. W. Hall
Headteacher is required from September, 1980, for this secondary boys' school. Roll 1,085. Burnham Group 11 plus London Allowance plus Social Priority Allowance.

SOUTH EAST LONDON SCHOOL
Creek Road, SE8 3BU
Applications are invited for the headship of this secondary boys' school which will be vacant from the beginning of the Summer Term, 1980, following the retirement of the present Headteacher, Mr. C. Pyle. Roll 780.
Burnham Group 10 plus London Allowance plus Social Priority Allowance.
Please send self-addressed foolscap envelope for further details and application form to the Education Officer, EO/TS 10, County Hall, London, SE1 7PB. Closing date for the return of completed application forms, 7 December, 1979.

ART

Scale 1 Posts

DUNRAVEN SCHOOL (SM)
Mount Nod Road, SW16 2LQ
Tel. 01-769 7300
Roll. 1,000, comprehensive
A teacher of Art (Scale 1) to teach ceramics and two-dimensional work required for January, 1980.

ELLIOTT SCHOOL
Pullman Gardens, London, SW15 3DG
Tel. 01-788 3121
1,600 boys and girls, 11-18; Comprehensive
Headmaster
Required for January, 1980: A part-time (0.6) Art specialist; drawing and painting.

HIGHBURY GROVE SCHOOL (SB)
Highbury New Park, London, N5
Tel. 01-226 7015
SITE Roll 1,310
Required as soon as possible:
ART Full-time (Scale 1) Pottery teacher.

HOLLAND PARK SCHOOL (SM)
Airlie Gardens, Campden Hill Road, W8 7AF
Tel: 01-727 5631
Roll: 1,500: Comprehensive: SPA
Wanted for January, 1980:
Temporary, full-time Art Teacher initially for one term: drawing, painting and a certain amount of Theatre Design. Ten superbly equipped and stocked studios.

MALORY SCHOOL (SM)
Launcelot Road, Bromley, Kent BR1 5EB
Tel: 01-698 1025
Roll: 1,660
Required for January 7:
A part-time (2½ days) Teacher of pottery.

BUSINESS STUDIES

Scale 1 Posts

COLLINGWOOD SCHOOL
York Grove, Queen's Road, Peckham, SE15 2NZ
Tel: 01-639 7711
Roll: 780 girls, 11 to 18 years: Comprehensive
Required in January, 1980 or as soon as possible:
Teacher for Business Studies, Scale 1 plus S.P.A. — could be a Scale 2 plus S.P.A. Commerce and office skills are essential.

ENGLISH

Heads of Department

CHELSEA SCHOOL
Hortensia Road, Chelsea, SW10 0QR
Tel: 351 1147
Roll: 850 boys
Headmaster
Wanted as soon as possible:
Head of English (Scale 4).

Post of Responsibility

LONDON NAUTICAL SCHOOL
(SB)
Stamford Street, London, SE1
Roll: 500
Headmaster
Required January, 1980 or as soon as possible afterwards:
A Graduate Teacher of English (Scale 2).

Scale 1 Posts

CATFORD BOYS SCHOOL
Stainton Road, Catford SE6 1AB
Tel: 01-698 7314
Headmaster
Roll: 1,150 boys, 11 to 19 years; Comprehensive
Required in January, 1980 or thereafter:
English Teacher (Scale 1) to share in the teaching of Drama.

CHELSEA SCHOOL
Hortensia Road, Chelsea, SW10 0QR
Tel: 351 1147
Roll: 850 boys
Headmaster
Required for January, 1980:
Temporary English Teacher (full-time). Interest in E.S.L.

ELTHAM GREEN (SM) SCHOOL
Queenscroft Road, SE9
[illegible]
Required January 1980:
Qualified teacher of English

FOREST HILL SCHOOL
Dacres Road, Forest Hill, SE23
Purpose-built Comprehensive for 1,350 boys
Headmaster
Required for January:
A teacher of English (Scale 1) to join a department which includes Drama, Film and Music.

TULSE HILL (SB) SCHOOL
Upper Tulse Hill, London, SW2 2HH
Group 2
Tel: 01-671 4661
Headmaster
English, 0.5 Teacher wanted January 1980 for small group work in Language Skills (the remedial section of the English Department), plus "O" language.

WANDSWORTH (SB) SCHOOL
Sutherland Grove, London, SW18 5PT
Tel.: 01-788 4253
Roll: 1,600. Comprehensive
Headmaster
Required for January, 1980:
A part-time teacher (0.5) of English.

WILLIAM PENN SCHOOL
Red Post Hill, SE24 9JH
Tel: 01-737 2436
Roll: 1,200 Boys' Comprehensive
Headmaster
Required from January, 1980 for two terms only in the first instance: Teacher of English, with some Drama

GEOGRAPHY

Heads of Department

SCOTT LIDGETT SCHOOL, Drummond Road, London, SE16 4BL
Tel.: 01-237 4001
Roll: 530 boys. Comprehensive
Headmaster
Wanted as soon as possible:
Geography teacher to run department. Scale 2 or 3. Well equipped department.
Extensive use of visual aids.
An interest in urban and rural fieldwork is essential.
Assisted travel where applicable.

Posts of Responsibility

SIR JOHN CASS'S FOUNDATION AND RED COAT CHURCH OF ENGLAND SECONDARY SCHOOL
Stepney Way, London, E1 0RH
Tel: 01-790 6712
Roll: 950
Mixed comprehensive
Head Mistress
Required as soon as possible. Scale two appointment:
Responsibility for Geography in the Lower School and Mode 3 Environmental Studies.
A candidate able to offer Geology to O level would be welcome.

Scale 1 Posts

CATFORD BOYS SCHOOL
Stainton Road, Catford SE6 1AB
Tel: 01-698 7314
Roll: 1,150 boys: 11 to 19 years: comprehensive
Headmaster
Required in January, 1980, or thereafter:
Geography teacher (scale 1).

ELTHAM GREEN (SM) SCHOOL
Queenscroft Road, SE9
Tel: 01-859 0133
Roll: 1,800
Headmaster
Required January:
Qualified Geographer

SIXTH FORM CENTRE
Islington
Teachers of A level Geography.
Library, staffroom, recreation area for Sixth formers and a cafeteria. A librarian and MRO work part-time.
Applications are now invited from teachers to teach:
(1) A level Geography (London Syllabus): Physical Section—Tuesdays, 2 pm to 4 pm (from January, 1980 to June, 1981).
(2) A level Geography (London Syllabus): Human and Economic Section—Fridays, 2pm to 4 pm (from January, 1980 to June 1980).
Contact Mrs H. Rosenthal, Coordinator, Sixth Form Centre, Chillingworth Road, London, N7. (01-607 1914) re visits.
Applications available from: Divisional Officer (Class), North Star House, 556-564 Holloway Road, London, N7 6JW (Tel: 01-272 7737, ext. 64), and should be returned by Friday, 30 November.

HISTORY

Heads of Department

ST. PAUL'S WAY (SM) SCHOOL
Shelmerdine Close,
Bow, E3 4AN
Tel: 01-987 1885
Roll 1,160, comprehensive
Partially Hearing Unit. Purpose built accommodation.
Headmaster.
Required for April:
Head of History (Scale 4).

Scale 1 Posts

TULSE HILL SCHOOL (SB)
Upper Tulse Hill,
London, SW2 2HH.
Group 12
Tel: 01-674 4661
Headmaster
Required for January, 1980:
Teacher of History (Scale 1).
Expected to contribute to Department in World History and Multicultural education.

HOME ECONOMICS

Post of Responsibility

STOCKWELL MANOR SCHOOL (SM)
Clapham Road SW9 0AL
Roll: 1,350
Comprehensive
Tel: 01-733 6156
Headmistress
Required as soon as possible:
Teacher in charge of Needlework and Inter-Discipline Liaison (Home Economics Department) Scale 3.

Scale 1 Posts

DEPTFORD GREEN MIXED COMPREHENSIVE SCHOOL
Amersham Vale, S.E.14
Tel: 01-691 3236
Headmistress
Required January, 1980:
Teacher (.4) mainly Child Care some Home Economics.

MATHEMATICS

Heads of Department

HIGHBURY GROVE SCHOOL (SB)
Highbury New Park
London, N.5
Tel: 01-226 7015
Eight Form Entry
Roll: 1,310
Required for January, 1980 or as soon as possible after:
Scale 4: Head of Mathematics. Experienced graduate sought.

Post of Responsibility

BONUS PASTOR RC SCHOOL
SM
Roll, 1,080, 11-18 Comprehensive
Winlaton Road, Bromley, Kent
Headmaster
Required as soon as possible:
Teacher for Mathematics, Scale 2

CATFORD BOYS SCHOOL
Stainton Road,
Catford, SE6 1AB
Tel: 01-698 7314
1150 Boys, 11-19 years.
Comprehensive.
Headmaster.
Mathematics teacher. Scale 2
Required in January 1980 or thereafter to take charge of Computer Studies. A computer terminal is installed.

CATFORD BOYS SCHOOL
Stainton Road,
Catford, SE6 1AB
Tel: 01-698 7314
1150 Boys, 11-19 years
Comprehensive
Headmaster
Mathematics Teacher Scale 2
Required in January, 1980
for traditional Maths.

STOCKWELL MANOR SCHOOL
SM
Roll, 1350.
Comprehensive
Clapham Road, S.W.9 0AL.
Tel: 01-733 6156
Headmistress.
Required as soon as possible:
Person to teach Computer Studies, Scale 2

Scale 1 Posts

CLISSOLD PARK SCHOOL
Clissold Road, London, N.16
SM
Tel: 01-254 0548
Required for January 1980
A Mathematics teacher
Scale 1 plus SPA.

DUNRAVEN SCHOOL
SM
Roll 1,000
Comprehensive
Mount Nod Road, S.W 16 2LQ
Tel: 01-769 7300
A teacher of Mathematics Scale 1 is required for January 1980

ELTHAM GREEN
SM
Roll 1,800
Queenscroft Road, SE9
Tel.: 01-859 0133
Headmaster
Required in January:
Full-time or part-time qualified teacher of Mathematics;
SEVEN FOLD

ENSHAM (SG) SCHOOL
Franciscan Road, Tooting, SW17 8HE
Tel: 01-672 6626
Headmistress
Roll: 1,150: 11-18, comprehensive
Required for January, 1980, or as soon as possible:
Teacher of Mathematics (Scale 1). The timetable includes some physics teaching, and an interest in computer studies would be an advantage.

HENRY COMPTON (SB) SCHOOL
Kingswood Road, Fulham Palace Road, London, SW6 6SN
Tel: 01-381 3606/7
Comprehensive
Headmaster
Mathematics Scale 1
Applications are invited from qualified Teachers.

WANDSWORTH (SB) SCHOOL
Sutherland Grove, London SW18 5PT
Tel.: 01-788 4253
Headmaster
Roll: 1,600: comprehensive
Required for January, 1980:
A Mathematics Teacher.

MODERN LANGUAGES

Scale 1 Posts

ABBEY WOOD SCHOOL
Eynsham Drive, SE2 9AJ
Tel: 01-310 9178
Headmaster
Roll: 1,350 mixed; comprehensive
French Teacher (Scale 1);
Required:
There are regular trips abroad; well-supplied A.V. equipment. An ability to teach German or Latin an advantage.

STARCROSS (SG) SCHOOL
Risinghill Street, London, N1 9QG
Tel: 01-837 0730
Head Teacher
Roll: 1070
From January, 1980:
French Post (0.5). Examination work available.

WOODBERRY DOWN (SM) SCHOOL
Woodberry Grove, N4 2SH
Headmaster
Roll: 1,220; comprehensive
Required January, 1980:
Qualified Teacher of Spanish.

WOODBERRY DOWN (SM) SCHOOL
Woodberry Grove, N4 2SH
Headmaster
Roll: 1,220; comprehensive
Required: January, 1980:
Part-time (0.4) Teacher of Spanish.

MUSIC

Scale 1 Posts

HENRY COMPTON (SB) SCHOOL
Comprehensive
Headmaster
Kingwood Road, Fulham Palace Road, London, SW6 6SN
Tel: 01-381 3606/7
Required as soon as possible:
Teacher of Music (Scale 1)

NEEDLEWORK

Scale 1 Posts

PECKHAM (SG) SCHOOL
Peckham Road, SE15 5DZ
Tel: 01-703 4417
9-Form entry, 11-18 years
Fully comprehensive
Wanted for January, 1980:
Teacher for Needlework for two terms, until July, 1980. Interest in Child Development an advantage.

THOMAS TALLIS (SM) COMPREHENSIVE
Kidbrooke Park Road, SE3
Tel: 01 856 0115
Headmistress
Required as soon as possible:
Part-time Needlecraft Teacher (.5)
Purpose-built accommodation, two well-equipped rooms.

PHYSICAL EDUCATION

Post of Responsibility

SIR JOHN CASS'S FOUNDATION AND RED COAT CHURCH OF ENGLAND SECONDARY SCHOOL
Stepney Way, London, E1 0RH
Tel: 01-790 6712
Mixed Comprehensive
Roll about 950
Headmistress
Required as soon as possible:
Head of Girls' P.E. Scale 2 with the possibility of Scale 3 allowance for overall charge of the P.E. Dept.

Scale 1 Posts

FOREST HILL SCHOOL
Dacres Road, Forest Hill, SE23
Purpose-built Comprehensive for 1,350 boys
Headmaster
Required for January:
A teacher (Scale 1) to join the PE Dept. Particularly useful: soccer, cricket, canoeing, volleyball. Facilities include three gymnasia, modern swimming pool and well-equipped off-site playing fields.

HAGGERSTON (SG) SCHOOL
Weymouth Terrace, E2 8LS Tel: 01-739 7324
Roll: 965; 11 to 18 plus: comprehensive
Headmistress
Required for January, 1980:
Scale 1 teacher to join a flourishing girls' Physical Education department which offers gymnastics, dance, athletics, hockey, netball, tennis and swimming.
Initially for two terms, with the possibility of becoming permanent.

SION-MANNING RC (SG) SCHOOL
St. Charles Square, London, W10
Roll: 850: comprehensive
Headmistress
Required as soon as possible:
Part-time .6 Games Coach-teacher. Games include hockey, netball tennis and some athletics, volleyball and basketball.
Apply in writing.

RELIGIOUS EDUCATION

Post of Responsibility

ST MARK'S CE COMPREHENSIVE SCHOOL
Bishops Avenue, SW6 6ED
Tel: 01-736 2411
Roll: 900 mixed: comprehensive
Headmaster
Required for January, 1980, or as soon as possible afterwards:
A specialist in Religious Education
Must be a regular Anglican communicant. An ability to teach History/Games would be an additional qualification. A Scale 2 available.

Scale 1 Posts

ELTHAM GREEN (SM) SCHOOL
Queenscroft Road, SE9
Tel: 01-859 0133
Roll, 1 800
Headmaster
Required January:
Qualified teacher of Religious Studies.

ST SAVIOUR'S AND ST OLAVE'S SCHOOL
New Kent Road, London SE1 4AN
Tel: 01-407 1813
Roll: 500 girls, 11 to 19 years;
Voluntary Aided C of E
Headmistress
Required for January:
Part-time 0.5 teacher on Tuesdays, Wednesdays, Fridays for Religious Studies.
Application should be sent, enclosing curriculum vitae and names of two referees.

REMEDIAL WORK

Heads of Department

ARCHWAY SCHOOL
Scholefield Road, N19
Tel: 01-272 6836
Roll: 800 boys and girls
Headmistress
Required as soon as possible:
Acting head of Remedial Department (scale 3).
Well equipped rooms. Temporary vacancy.

Post of Responsibility

CLAPHAM RC (SB) COLLEGE
Malwood Road, SW12 8EN
Tel: 01-673 7122
Six-form entry. Comprehensive
Headmaster
Required for January, 1980:
An experienced teacher (Scale 2) to head Remedial Department.

Scale 1 Posts

CLAPHAM RC (SB) COLLEGE
Malwood Road, SW12 8EN
Tel: 01-673 7122
Six form entry. Comprehensive
Headmaster
Required as soon as possible:
A part-time (0.5) teacher for Remedial work.

ERNEST BEVIN (SB) SCHOOL
Beechcroft Road, London, SW17 7DF
Tel: 01-672 8882
Roll: 1,550. Comprehensive
Required as soon as possible:
A part-time (0.4) Remedial Reading teacher.

ERNEST BEVIN (SB) SCHOOL
Beechcroft Road, London, SW17 7DF
Tel: 01-672 8882
Roll: 1,550, Comprehensive
Required as soon as possible:
A full-time Remedial teacher (Scale 1).

FOREST HILL SCHOOL
Dacres Road,
Forest Hill, S.E.23
Purpose-built Comprehensive for 1,350 boys
Headmaster
Required for January:
A teacher (Scale 1) to join the Remedial Department. Well resourced Department. Temporary post in the first instance.

PECKHAM SCHOOL (SG)
Peckham Road, SE15 5DZ.
Tel: 01-703 4417
Nine form entry. 11 to 18 years
Fully Comprehensive.
Wanted: January, 1980, for two terms, until July 1980:
A teacher for Remedial Classes. Some general subjects teaching also available.

SYDENHAM (SG) SCHOOL
Dartmouth Road, SE26 4RD
Tel: 01-699 6781
Roll: 1,650 girls
Comprehensive
Headmistress
Required for January:
Member of staff to complete team in Remedial Department.

SCIENCE

Heads of Department

ST. PAUL'S WAY (SM)
Shelmerdine Close,
Bow, E3 4AN
Tel: 01-987 1885
Roll: 1,160. Comprehensive
Headmaster
Partially Hearing Unit. Purpose built accommodation.
Required for April:
Head of Biology (Scale 3). Eight science laboratories, greenhouse, animal room, ample technician support.

Posts of Responsibility

BROCKLEY COUNTY SCHOOL
Hilly Fields, SE4 1TT
Roll: 554 boys. Comprehensive
Headmaster
Required for Spring Term, 1980 or earlier:
Senior Physics Teacher (Scale 3)

CATFORD BOYS SCHOOL
Stainton Road
Catford, SE6 1AB
Tel: 01-698 7391
Roll: 1,150 boys, 11 to 19 years
Comprehensive
Headmaster
Required in January, 1980 or thereafter:
Physics Teacher (Scale 2)

ERNEST BEVIN (SB) SCHOOL
Beechcroft Road
Tooting, SW17 7DF
Tel: 01-672 8882
Roll: 1,550. Comprehensive
Required as soon as possible:
Physics Teacher (Scale 2).

ROAN BOYS
Maze Hill,
Blackheath, London,
SE3 7UD
Tel.: 01-858 3775
Voluntary Aided School
600 boys, 11 to 18 years
Required in January 1980
A Teacher of Biology and possibly some Chemistry.
Scale 2 post is available.
Letters of application should be sent to the Headmaster stating the names and addresses of two referees
S.T.A.P. may be used
The appointment is for two terms in the first instance.

Scale 1 Posts

CLAPHAM COLLEGE
R.C., SB
6 FE Comprehensive,
Malwood Road,
SW12 8EN
Tel: 673 7122
Headmaster
Required as soon as possible
A part-time 0.5 teacher of Science. Six well-equipped laboratories, serviced by four full-time technicians.

DALSTON MOUNT
Shacklewell Lane, E8
Girls' Comprehensive School.
Tel: 01-254 8722
Required for January or as soon as possible
Full-time teacher of Combined Science and Mathematics for Lower School and Physics for Upper School.

ELTHAM GREEN
SM
Roll, 1,800
Queenscroft Road, SE9.
Tel.: 01-859 0133
Headmaster
Required for January:
Full-time or part-time qualified teacher of Physics
14 laboratories and excellent technical assistance.

ENSHAM
SG Roll 1,150
11 to 18. Comprehensive
Franciscan Road,
Tooting, SW17 8HE
Tel.: 01-672 6626
Headmistress.
Required for January 1980 or as soon as possible.
Teacher of Biology Scale 1
Further details from the Head of Science.

PECKHAM MANOR SCHOOL
Peckham Road, Peckham,
SE15 5LP
Tel.: 01-703 9091
1100 Boys comprehensive
11 to 18 years.
Acting Headmaster
Teacher for Science
Required as soon as possible teaching mainly Physics. Full or part-time by arrangement.

ST. PAUL'S WAY (SM)
Shelmerdine Close, Bow, E3 4AN
Tel: 01-987 1885
Roll, 1,160; comprehensive.
Headmaster
Partially Hearing Unit; purpose-built accommodation
Headmaster required for January:
Science Teacher (Scale 1) with particular interest in Biology. Eight laboratories, greenhouse, animal rooms, ample technician support.

TECHNICAL STUDIES

Heads of Department

ROBERT MONTEFIORE, SECONDARY MIXED SCHOOL
Vallance Road, London, E1 5AD
Tel: 01-247 8909/8020
Roll 414
Woodwork Scale 3
Teacher required, January, 1980, Well-equipped workshops.

Scale 1 Posts

PIMLICO (SM) SCHOOL
Lupus Street, SW1V 3AT
Tel: 01-828 0881
Roll, 1,820: comprehensive
Headmaster
Required January, 1980:
Design and Technology (Scale 1) teacher.

UNITS/CENTRES

Posts of Responsibility

SALESIAN COLLEGE/CLAPHAM COLLEGE/JOHN GRIFFITHS/SIR WALTER ST. JOHN'S SCHOOLS
Support Unit.
Required as soon as possible:
Scale 2 teacher to join team of three structured unit for disruptive pupils. The teacher selected for the post will be permanently appointed to the Authority's divisional staff (Scale 1) with additional Scale 2 allowance being paid while deployed at the unit.
Application forms and further details are available from the Headmaster, Sir Walter St. John's School, Battersea High Street, SW11 3JB. Tel: 01-223 0368.

SOUTH WESTMINSTER SCHOOL SUPPORT GROUP
Required as soon as possible:
Assistant teacher (Scale 2) to work as third member of a team. There are about ten pupils currently on roll, all of upper-secondary age.
Application forms and further particulars from:
Inner London Education Authority, Divisional Office, No. 2, PO Box 880, 388-396 Oxford Street, London W1N 0DS.

OTHER POSTS

Posts of Responsibility

CLAPHAM RC (SB) COLLEGE
Malwood Road, SW12 8EN
Tel.: 01-673 7122
Six-form entry. Comprehensive
Headmaster
Required as soon as possible:
Head of Year (Scale 4). Must be practising Roman Catholic. Experience of intake procedures and liaison with primary schools desirable.

ILEA PERMANENT UNATTACHED TEACHERS
Experienced secondary teachers are required to form a new force of permanent unattached teachers, specialising in the following subjects: Design and Technology; Mathematics; Science; Modern Languages/Physical Education, to cover in secondary schools on a short, medium or long-term basis. Scale 2.
Application forms and further details obtainable from: The Education Officer, EO/TS1 Room 70A, Main Building, County Hall, SE1 7PB or you may telephone Mrs. Pennington, on 01-633 6219, for a form. Closing date for applications is December 7th, 1979.

BOROUGH OF [illegible]

SAMUEL PEPYS (SB) SCHOOL
Wallbutton Road, Brockley, SE4 2NY
Tel: 01-732 2122
Roll, 700 boys, 11 to 18, Comprehensive
Headmaster
Head of Upper School, Senior Teacher Scale, required as soon as possible.
Ability to offer Mathematics or Design Technology an advantage.

PRIMARY SCHOOLS

Deputy Headships

HACKNEY FREE AND PAROCHIAL (JM) SCHOOL
Isabella Road, London, E9 6DX
Tel: 01-985 6522
Required September, 1980:
Deputy Head (Group 4). Music an advantage.

HONEYWELL (JM) SCHOOL
Honeywell Road, SW11
Headmistress
Group 5
Required April, 1980:
Experienced and enthusiastic teacher as Deputy.
Interviews after Christmas.

OUR LADY'S RC PRIMARY (JM) SCHOOL
Pratt Street, Camden, NW1
Tel.: 01-485 7997
Group 4; SPA.
Headmistress
Required: Deputy Head. Must be practising Catholic.

ST. JOHN EVANGELIST (JM & I) SCHOOL
Duncan Street, Islington, N1.
Tel: 01-226 1314
Headmistress
Group 5
Required for after Easter 1980:
Deputy Head. Applications in writing.

Posts of Responsibility

ST JOSEPH'S RC PRIMARY SCHOOL
Comm Road, Lower Road, Rotherhithe, SE16
Tel: 01-237 4036
Required for January or as soon as possible:
Two RC teachers for:
Scale 2 for Maths or Language Development
Scale 2 post for Language Development and/or Music.

ST MARY'S CE (JM & I) SCHOOL
330 Lewisham High Street, SE13 6NX
Tel: 01-690 2613
Required for January, 1980:
Class teacher (Scale 2) to be responsible for Mathematics teaching. Communicant Christian preferred.

SOUTHMEAD INFANT SCHOOL
Princes Way, SW19
Tel: 01-788 8782
Required as soon as possible:
Experienced class teacher with Scale 2 post for Science.

SOUTHWOLD JUNIOR SCHOOL
Detmold Road, Clapton, E5 9NL
Tel: 01-806 4879
Headmistress.
Required as soon as possible:
Scale 3 Teacher for Mathematics

Scale 1 Posts

ADAMSRILL JUNIOR SCHOOL
Adamsrill Road, S.E.26
Tel: 01-699 3694
Headmaster
Required as soon as possible:
Part-timer (3 sessions per week) for upper junior class.

BROCKWELL JM SCHOOL
Tulse Hill, S.W.2
Tel: 01-674 2187
Headmaster
Required in January:
Part-time teacher for two-and-a-half days a week.

BURDETT-COUTTS AND TOWNSHEND FOUNDATION CE (J M & I) (NO)
Rochester Street
Westminster, SW1 2QQ
Tel: 01-828 0827
Headmistress
Required January:
Music Teacher .5 part-time.
Well equipped music room with considerable supply of instruments.

CHILDERIC PRIMARY SCHOOL
Tel: 01-692 3183
Headmaster
Required as soon as possible:
Specialist Primary Art and Crafts Teacher, 0.5. Well-equipped Craft room with kiln pug-mill, etc.

GRAZEBROOK JM & I SCHOOL
Lordship Road, N.16
Tel: 01-802 1001
Headmaster
Group 6
Required as soon as possible:
Part-time Teacher. Hours by arrangement (0.5), SPA allowance.

HEARNVILLE PRIMARY JM & I SCHOOL
Hearnville Road
Balham, SW12 8RS
Tel: 01-673 7374
Headmaster
Required as soon as possible:
Part-time (0.2 mornings). Experienced Infant Teacher for music and some remedial work.

LABURNUM (JMI) SCHOOL
Laburnum Street, E2 8BA
Tel: 01-739 8719
Required from January:
Part-time Teacher (.1). Please state main interest.

ST JUDE'S CE PRIMARY SCHOOL
King Henry's Walk, Balls Pond Road, N1
Tel: 01-254 0598
Mornings, to take Infants and Junior for Music.

HUGH MYDDELTON INFANTS SCHOOL
Myddelton Street, EC1
Tel: 01-278 6075
Required from January 7, 1980:
Music Teacher, afternoons, to take infants for Music.
Teacher must be prepared to take classes for general work if the need arises at other school.

ST MARY'S CE (JM & I) SCHOOL
330, Lewisham High Street, SE13 6NX
Tel: 01-690 2613
Headmistress
From January, 1980 until July 1980.
Teacher (.5) to assist with reading development.

SIR THOMAS ABNEY (JM) SCHOOL
Fairholt Road, N16 5ED
Tel: 01-800 1003
Headmaster
Required as soon as possible:
Part-time (.5) Teacher for group and class teaching.

SWAFFIELD (JM) SCHOOL
St Ann's Hill, SW18 2SA
Tel: 01-874 4820
Headmaster
For January:
Part-time (.5) Music Teacher. Pianist essential. Recorder and class work.

ilea

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school unless otherwise stated. School visits by appointment are welcome.
Inner London Area Payment (£474 per annum) in addition to the appropriate Burnham salary scale. The closing date for applications is 14 days from publication date.

INNER LONDON EDUCATION AUTHORITY

SPECIAL EDUCATION

Headships

GREENMEAD (PH) SCHOOL
St. Margaret's Crescent, SW15
Applications are invited for the Headship of this day school for primary age physically handicapped children. Burnham Group 3(S) plus London Allowance.

NORTH CROFT (MAL) SCHOOL
Berklow Road, London, W12
Applications are invited for the Headship of this day school which is now vacant. Roll 81. Burnham Group 7(S) plus London Allowance plus £256 Special Allowance.
Please send self-addressed foolscap envelope for further details and application form to the Education Officer, EO/TS 10, County Hall, London, SE1. Closing date for the return of completed application forms, 7 December, 1979.

DAY SCHOOLS

Deputy Headships

NEW WOODLANDS (M/MAL) SCHOOL
49 Shroffold Road, Bromley, Kent
Required for January, 1980:
Deputy Head (Group 4(S)). Imagination and leadership qualities needed.

WOOD LANE SCHOOL
Wood Lane, London W12 0HP
Tel: 01-743 5664
Group 7(S): 130 boys and girls; all-age; delicate
Required as soon as possible:
Deputy Head (Group 7(S)).
(Readvertisement).
Vacancy due to promotion. Experience in special education essential.

Posts of Responsibility

NEW WOODLANDS (M/MAL) SCHOOL
49 Shroffold Road, Bromley, Kent
Scale 2(S) post
Ability to teach a broadly based science course an advantage.

PADDOCK SCHOOL
Priory Lane,
London, SW15
Tel: 01-878 1521
Group 7: all age: ESN(S)
Teacher required Scale 2(S) coordination of learning Resources with special reference to curriculum development in the junior department.

WYCLIFFE SCHOOL
10 Wickersley Road,
London SW11
E.S.N.(M)
Reception Class teacher, required as soon as possible. Scale 2(S).

Scale 1 Posts

HYDE FARM SCHOOL
Maladjusted
Telferscot Road, S W12
Tel: 01-673 1758
Headmaster
Wanted in January 1980 a teacher, Scale 1, plus SSA for class of upper junior aged children.

NATHANIEL HECKFORD SCHOOL
225 Cable Street, E.1
OBL (4S)
Tel: 01-790 5418
All age. Mixed. Maladjusted
Wanted for January, 1980: Experienced Group teacher for a mixed group of top adolescents. Scale 1 plus SSA.

THURLOW PARK SCHOOL
P.H
All age
Elmcourt Road, SE27
Tel: 01-670 5758
Experienced class teacher Scale 1 plus SSA required for 15 year old group.

BOARDING SCHOOLS

Posts of Responsibility

PARKWOOD HALL SCHOOL
Beechenlea Lane
Swanley, Kent
All-age boarding school boys and girls with learning difficulties.
Required for Easter or earlier.
Teacher Scale 2(S) to take charge of P.E. and teach General Subjects
Experience essential.
Accommodation available at standard charge. 15 hours weekly, additional duty required, allowance £1,108 p.a. London Fringe allowance. Tel: Swanley 64441.

Scale 1 Posts

ANERLEY SCHOOL
Versailles Road, S E.20
Senior Maladjusted boys
Tel: 01-778 5837
Teacher required for January 1980 for general subjects to take a group of approximately eight boys in residential school for senior maladjusted boys. Scale 1 plus SSA plus for 15 hours per week additional duties an allowance of £1,188 p.a. and London fringe allowance.

READVERTISEMENT

NORTHCOTE LODGE
26 Bolingbroke Grove,
Wandsworth, SW11
Tel: 01-228 1621
Senior girls, 11 to 16 years
Maladjusted.
Required as soon as possible:
Typing Teacher for small, selected groups, 4 hours per week, either one day or separate mornings.

BOROUGH COUNCIL OF SOUTH TYNESIDE

EDUCATION DEPARTMENT

REDWELL COMPREHENSIVE SCHOOL
(Group 10) (11 to 16 years)
Assistant Teacher of Commercial Subjects—(Scale 1)

Required for January 1980, or as soon as possible thereafter, a teacher who is able to undertake instruction in Typewriting and Office Practice.

Application forms may be obtained by sending a stamped addressed envelope to the Head Teacher, Redwell Comprehensive School, Sutton Way, South Shields, Tyne and Wear. Completed forms should be returned by Friday, 30th November, 1979.

HEBBURN COMPREHENSIVE SCHOOL
(Group 11) (11 to 18 years)
Assistant Teacher of Mathematics—(Scale 1)

Required for January 1980, or as soon as possible thereafter, an Assistant Teacher for Mathematics. The school is a developing Comprehensive School offering a wide range of courses.

Application forms may be obtained by sending a stamped addressed envelope to the Head Teacher, Hebburn Comprehensive School, Coleridge Square, Hebburn, Tyne and Wear. Completed forms should be returned by Friday, 30th November, 1979.

SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
(i) Lecturer Grade I in Business Studies

Applications are invited for the post of Lecturer Grade I in Business Studies to assist in the teaching of Accounts, Economics and Commerce, mainly on BEC National and BEC General courses.

(ii) Lecturer Grade I in English as a Foreign Language Department of Business and Modern Studies

Applications are invited for the post of Lecturer Grade I in English as a Foreign Language and Modern Languages. Candidates should preferably have had experience in teaching EFL at Beginners and Intermediate Level, and the ability to offer German would be an advantage.

Application forms for the above posts may be obtained by sending a stamped addressed envelope to the Principal, South Shields Marine and Technical College, St. George's Avenue, South Shields, NE36 6ET. Completed forms should be returned to the Principal by Friday, 30th November, 1979.

(a) GARNETT COUNTY INFANTS SCHOOL
Head Teacher—Group 3
(b) QUAY COUNTY INFANTS SCHOOL
Head Teacher—Group 4

Applications are invited for the above posts from suitably qualified and experienced teachers. Duty to commence April, 1980.

Application forms and further particulars may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, Jarrow, Tyne and Wear, NE32 3LE. Completed forms to be returned by 30th November, 1979.

SECONDARY
Domestic Subjects continued

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex
Telephone No. 428 4330
Required for January, 1980, TEACHER of HOME ECONOMICS (male/female) to share the teaching of boys and girls throughout the age range (12 to 16 years) to C.S.E. and "O" Level.
Post temporary in the first instance during Maternity Leave of present holder.
Apply by letter to Headmaster (enclosing S.A.E.) with names of two referees.
Application forms from and to be returned to Head Teacher by 30th November, 1979.
Please enclose stamped addressed envelope.

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Thistlecroft Gardens, Stanmore, Middlesex
Telephone No. 952 2803
Scale 1 (male/female) required for January, or as soon as possible thereafter by this 8 form entry co-educational comprehensive high School, (12 to 16 years) situated in a pleasant residential area.
A special interest in teaching cookery would be an advantage but is not essential.
The Home Economics Department offers a wide variety of courses to "O" Level and C.S.E. in new and well equipped accommodation.
Application forms from and to be returned to Head Teacher by 30th November, 1979.
Please enclose stamped addressed envelope.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
The Civic Centre, Lampton Road
Hounslow, TW3 4DN
BRENTFORD SCHOOL FOR GIRLS
Clifden Road, Brentford
Middlesex, TW8 0PG
Head Teacher: Mrs. M. Hardy, B.A.
(Group 11: Six-form entry with 150 in Sixth Form)
Required for January 1980, or as soon as possible:
(1) a well-qualified TEACHER of NEEDLEWORK (Scale 1); and
(2) a well-qualified TEACHER of COOKERY (Scale 1)
to join the Home Economics team.
There are seven modern, well-equipped Home Economics rooms. Each member of the department has her own room. Interest in creative design and interdisciplinary courses would be an additional recommendation for the post of a Teacher of Needlework.
It would be an advantage if the Home Economist appointed to teach Cookery could also teach Child Care.
The successful applicants would teach throughout the age range. There are well-established examination courses.
London Allowance (£327) payable.
Brentford School for Girls is a six-form entry Comprehensive School situated in a quiet area in Brentford and with good access to Central London.
Letters of application giving details of curriculum vitae and names of two referees should be returned to the Headmistress within seven days of the appearance of this advertisement.

HESTON SCHOOL
Heston Road, Heston, Hounslow
Headmaster: Mr. M. C. Moulton B.A.
(Group 10 Mixed Comprehensive School; 11 to 18-plus age range; Roll 880)
Required January 1980 or as soon as possible thereafter: a well-qualified TEACHER (Scale 1) for the HOME ECONOMICS/NEEDLEWORK Department. Both subjects are offered to examination level. The department possesses four well-equipped rooms.
London Allowance (£327) payable.
Closing date: Within 10 days.
Applications, giving full details, with dates of qualifications and experience, should be made by letter to the Headmaster (stamped addressed foolscap envelope, please).
A. Groves, Director of Education.

NORTH YORKSHIRE
COUNTY COUNCIL
NORTON SCHOOL
TEACHER of HOME ECONOMICS (Scale 1), to teach to C.S.E. and G.C.E. "O" level required at Easter or before if possible.
The school is a five-form entry rural comprehensive school for boys and girls aged 11 to 16 years, housed in modern purpose-built accommodation between York and Scarborough.
Further details from the Headmaster, Norton School, Langton Road, Norton, Malton, North Yorkshire YO17 9PT, to whom the application should be returned within three weeks of this advertisement.

NORTH YORKSHIRE
COUNTY COUNCIL
ALLERTONSHIRE SCHOOL
Brompton Road, Northallerton, DL6 1ED
Required for January, 1980 (or as soon as possible thereafter), a TEACHER of DOMESTIC SCIENCE. Scale 1 post.
The successful applicant will join a team of nine craft teachers in this 11-14 comprehensive school with 1,334 pupils on roll.
Candidates are asked to apply by letter (no forms) to reach the Headmaster at the school as soon as possible, giving full curriculum vitae and the names and addresses of two referees (please enclose S.A.E. if acknowledgment required). Interviews will take place on Monday, 3 December.

Economics

Heads of Department

HARINGEY
(Borough of)
STATIONERS' COMPANY'S SCHOOL
Mayfield Road, N.8
Voluntary Controlled Comprehensive School
1,080 boys, 130 in the Sixth Form
Required for April, 1980 (or earlier if possible)—
HEAD of the ECONOMICS DEPARTMENT, Scale 3.
This is a strong department with marked current success reflected in its examination results. Pupils are prepared for "O" and "A" level Economics and O.S.E. Commerce.
London Allowance (£474) payable.
Removal expenses—100 per cent allowed in approved cases.
Forms of application (S.A.E.) available from the undersigned to be returned to the Head of the school as soon as possible.
Chief Education Officer, Education [illegible]

Other Posts on Scale 2 and above

HARINGEY
(Borough of)
THE WILLIAM FORSTER SCHOOL
Langham Road, London N15 3RB
Comprehensive mixed (11-18)
School. 1,325 on roll
HEAD OF DEPARTMENT (Scale 2) BUSINESS STUDIES AND ECONOMICS.
For further information see under Secondary appointments Commercial Subjects Scale 2 posts.

Scale 1 Posts

AVON COUNTY
THE CASTLE SCHOOL
Park Road, Thornbury
Bristol BS12 1HT
Required for January, TEACHER of ECONOMICS.
Ability to teach Economics and Business Studies to "A" level
Willingness to help organise the Upper School Resource Centre an advantage.
Scale 1 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees. S.A.E., please.
Ref SS-5, 10-79.

BERKSHIRE
SLOUGH GRAMMAR SCHOOL
Lascelles Road, Slough.
Number on Roll 620.
GRADUATE to teach ECONOMICS
Scale 1/2
Required January 1980 or as soon as possible, to teach Economics to "O" and "A" level, with some Lower School Mathematics. Scale 1 or 2 post depending on experience. A part-time appointment could be considered.
Application by letter with names of referees to the Headmaster (S.A.E.).
Closing date December 3.

DURHAM
COUNTY COUNCIL
SPENNYMOOR COMPREHENSIVE SCHOOL
11 to 18 years, 1,050 on roll
ECONOMICS/SOCIOLOGY. Salary Scale 1. TEACHER required for April, 1980 or earlier if possible to offer both subjects to G.C.E. "A" level and throughout the Upper School.
S.A.E. for application form and further details to Area Education Office, Green Lane, Spennymoor, Co. Durham.
Closing date for receipt of applications November 30, 1979.

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Cowley Hill, Borehamwood
Fringe Area Allowance
Required for January, 1980, GRADUATE TEACHER to be in charge of ECONOMICS.
"A" level courses well established. Candidates should be able to offer a second subject.
Scale 2 for suitably qualified applicant.
All ability 7/8 form entry Upper School for 777 boys and girls aged 13 to 18.
Possibility of assistance with housing and removal expenses.
Apply to Headmaster by letter giving two referees.

English

Heads of Department

BARNET
(London Borough)
MOAT MOUNT SCHOOL
Worcester Crescent
Mill Hill N.W.7
01-959 0017
Mixed Comprehensive
Roll: 890, Sixth Form 104.
Required January 1980 or as soon as possible, HEAD of ENGLISH Scale 4.
Applications are invited from well qualified and experienced graduate teacher for post of Head of English. Applicants should be capable of organising department of seven staff and have proven ability in A-level teaching.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply to Headmaster giving full details (S.A.E.).
Director of Educational Services.

NEWHAM
(London Borough of)
(Re-advertisement)
ST. JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX
(Telephone: 01-552 3102)
Head Teacher, Mr. B. J. Lawn
(Roll 772 (11 to 18 years Co-ed.))
Required Easter 1980 or earlier if possible
HEAD of ENGLISH DEPARTMENT, Scale 4.
A qualified and experienced graduate for a department with courses to C.S.E. "O" and "A" level G.C.E. in English, Drama and Film Studies.
Applicants must be practising Catholics and hold the Catholic Teachers' Certificate or its equivalent.
Visits welcomed.
London Allowance £474.
Application form and further details may be obtained from the Head Teacher to whom they should be returned by 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Other Posts on Scale 2 and above

BARNET
(London Borough)
FINCHLEY MANORHILL SCHOOL
Summers Lane, N.12
01-368 1783
Mixed Comprehensive. Roll 1,089. Sixth Form 163.
Required January/April 1980, experienced TEACHER of ENGLISH preferably Graduate, to be second in English Department which enters pupils for C.S.E. Mode 1, O/A level and O.S.E. examinations. Willingness to teach across age and ability range is essential. Scale 3 for suitable candidate.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply in writing to Headmaster giving names of two referees (S.A.E.). [illegible]

ilea INNER LONDON EDUCATION AUTHORITY

Staff Inspector for Secondary Education

Salary Range: £13,637-£15,014

(including London weighting)

The Staff Inspector is the senior inspector responsible for secondary education throughout the ILEA and in particular for the organisation, management and curriculum of over 180 secondary schools. Major concerns include the successful implementation of secondary re-organisation and the education of the 16-19 age group. Duties also include advising on the appointments of Heads, the organisation of in-service training for senior staff and planning the programme of inspections and surveys.

Further details and application forms may be obtained from the Education Officer (EO/Estab 1B), Room 367, The County Hall, London SE1 7PB (Please enclose a stamped addressed envelope).

Completed forms to be returned by 30 November 1979.

WALSALL METROPOLITAN BOROUGH EDUCATION DEPARTMENT

Blue Coat Comprehensive School
Birmingham Street, Walsall

The Governors of this Voluntary Aided Church of England School invite applications for the post of

TEACHER OF PHYSICS

Scale 1, with effect from January 1, 1980. The Governors are seeking a well-qualified Graduate able to teach Physics at all levels, including a full share of examination work at CSE, GCE "O" and "A" levels, within a well-developed Science Faculty. Applications preferably from communicants.

Brownhills Comprehensive School
Deakin Avenue, Brownhills, Walsall

ASSISTANT TEACHER

(Scale 1) required for January, 1980, to teach RELIGIOUS EDUCATION AND HUMANITIES (Humanities includes History, Geography, Religious Education, and English taught to first-year forms).

Forest Comprehensive School
Hawbush Road, Leamore, Walsall

TEACHER OF ENGLISH

(Scale 1) required for January, 1980. Ability to teach to external examination standards desirable as well as enthusiasm and a genuine commitment to the needs of children.

Frank F. Harrison Comprehensive School
Leamore Lane, Leamore, Walsall WS2 7NR

Required for Easter or September, 1980, a well-qualified and experienced teacher to be

HEAD OF ENGLISH DEPARTMENT

(Scale 4). Vacancy arises due to promotion of present Head of Department to a Deputy Headship. Candidates will have experience of teaching in Comprehensive Schools and a commitment to pupils of all abilities.

Closing date December 14, 1979.

Required for January, 1980, a

TEACHER OF HOME ECONOMICS

(Scale 1) at this eight-form-entry Comprehensive Community School.

Telephone enquiries are invited in the first instance: Bloxwich 78420.

Closing date: November 28, 1979.

T. P. Riley Comprehensive School
Lichfield Road, Bloxwich, Walsall WS3 3LU

EXPERIENCED TEACHER OF COMMERCE

(Scale 2), required to teach Office Practice/Clerical Duties to CSE, RSA and LCC&I candidates. Ability to assist in teaching of Speed Writing desirable.

Also required:—

MATHEMATICS TEACHER
(Scale 1)

HEAD OF CHEMISTRY DEPARTMENT
(Scale 3)

TEACHER OF ENGLISH
(Scale 1)

Streetly School
Queslett Road East, Streetly, W. Midlands

Required as soon as possible at this fully developed Comprehensive High School for pupils aged 13 to 18 years:—

TEACHER OF PHYSICS

Application for the above-mentioned posts should be made by letter to the Head Teacher of the School concerned, giving the names and addresses of two referees and enclosing a stamped addressed envelope.

Closing date for all posts: November 27, 1979, unless otherwise stated.

SECONDARY
English
continued

BEDFORDSHIRE

SOUTHERN AREA

ICKNIELD HIGH SCHOOL
Riddy Lane, Luton.
Headmaster: Mr. A. R. Hoggs, B.A.

SECOND IN ENGLISH
(Scale 3)

Required for April, 1980. Experienced and well qualified TEACHER to help in the administration and organisation of continuous assessment courses in "O" level and C.S.E. examinations in this major department.

Some assistance with accommodation may be possible.

Further details and application forms obtainable from and returnable to the Headmaster (S.A.E. please).

BERKSHIRE
DESBOROUGH SCHOOL
(Formerly Maidenhead Grammar School)
Shoppenhangers Road
Maidenhead SL6 2QB
Number on roll: 1,160 Boys (170 Sixth Form)

TEACHER OF ENGLISH
Required for January. Temporary post in first instance for one or two terms.

SECOND IN ENGLISH DEPARTMENT
Scale 3.
Required for Easter or September.

School and Department have high academic records. Work available at all levels above remedial including Oxbridge, Advanced and Ordinary Level. Applications to the Headmaster, enclosing curriculum vitae and S.A.E. for further details. Closing date: 30th November, 1979.

CHESHIRE
EDUCATION COMMITTEE

BROOKVALE COMPREHENSIVE SCHOOL
Barnfield Avenue, Murdishaw
Runcorn, Cheshire

ENGLISH SCALE II

To be a senior member of the team working in a flexi-plan area.

Brookvale is a grand new purpose-built, 11-18 co-educational school situated in pleasant surroundings.

Forms and further details are available from and returnable to the Head at the School.

Closing date: 30th November.

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow, Middlesex
Telephone: 01-864 7688

Required as soon as possible: an experienced TEACHER to join the ENGLISH Department, with special interest in Drama.

The school has a very flourishing Drama Department, with C.S.E. and "O" level courses well established. A tradition of school play productions is also a part of the school's life.

A Scale 2 salary is payable.

Application forms from (and to be returned to) the Headmaster by 30th November 1979. Please enclose stamped addressed envelope.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road
Hounslow TW3 4DN
BRENTFORD SCHOOL FOR GIRLS
Clifden Road, Brentford
Middlesex TW8 0PG
Head Teacher: Mrs M. Hardy, B.A.
(Group 11—Sixth Form Entry with 130 in Sixth Form)
Required for January 1980, or as soon as possible, a TEACHER of ENGLISH with special responsibility for the School Library Scale 2.

The successful applicant would join a large, well-established English Department with a good academic record.

Brentford School for Girls is a six-form entry comprehensive school situated in a quiet area in Brentford and with good access to Central London.

London Allowance £327 payable.

Letters of application giving details of curriculum vitae and names of two referees should be returned to the Headmistress within seven days of the appearance of this advertisement.

A. Groves, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone
(850 mixed: 11 to 16)

High School with comprehensive intake about a quarter of which leave after two years for Upper Schools. New buildings with good facilities; established C.S.E. and G.C.E. "O" level courses in the fifth year.

Required January 1980, or as soon thereafter as possible: an experienced and well-qualified TEACHER of ENGLISH who will also be in charge of the Library (Scale 2).

Initial applications, giving curriculum vitae and the names of referees, to the Headmaster from whom further details are available on receipt of a stamped addressed envelope.

Scale 1 Posts

BARNET
(London Borough)
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill,
East Barnet, Herts
01-440 4162
Mixed Comprehensive
(Roll 1,075, Sixth Form 160)

Required January, 1980, qualified TEACHER of ENGLISH, Scale 1, to work mainly in Lower School. In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.

Applications giving curriculum vitae and names of referees to Headmaster immediately at Lower School, Westbrook Crescent, New Barnet, Herts. (S.A.E.)

Director of Educational Services.

BERKSHIRE
SANDHURST SCHOOL
Owlsmoor Road, Sandhurst
Camberley, Surrey
Number on roll: 1,100
Comprehensive
Required for January or Summer Term, 1980:—
TEACHER of ENGLISH
Scale 1, to teach Integrated Humanities in the Lower School and Specialist English up to "O" level in the Upper School.

Apply by letter to the Headmaster giving full curriculum vitae and quoting two referees, s.a.e. Telephone: Crowthorne 567...

BEXLEY
(London Borough of)
BLACKFEN SCHOOL FOR GIRLS
Blackfen Road, Sidcup, Kent
DA15 9NU
Telephone: 01-303 1887
Required from January, 1980, to July, 1980, a GRADUATE TEACHER of ENGLISH.

Further details and application forms (enclosing S.A.E.) available from the Headmistress.

HARROW
EDUCATION COMMITTEE
NOWER HILL HIGH SCHOOL
Pinner Road, Pinner, Middlesex
HA5 5RP
Tel. No. 01-863 1306
ENGLISH TEACHER (Scale 1) required to teach full range of ability from 12 to 16 years: "O" level and C.S.E. examination work available.

This High School recruits a full range of ability and is situated in pleasant suburbs of North West London.

Some help with the teaching of ART will also be required.

Application forms and further details from and to be returned to the school by 23rd November.

Please enclose stamped addressed envelope.

HILLINGDON
(London Borough of)
TOWNFIELD SCHOOL
Central Avenue, Hayes UB3 2DD
(Number on roll: 1,250, 91 in Sixth Form)
Required for January, 1980, an assistant TEACHER of ENGLISH to join a large and enthusiastic English Department.

A well qualified teacher able to teach the subject to "A" level is sought.

A temporary appointment would be considered.

Apply in the first instance by letter to the Headmaster giving the names and addresses of two referees.

London Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road
Hounslow TW3 4DN
BRENTFORD SCHOOL FOR GIRLS
Clifden Road, Brentford
Middlesex TW8 0PG
Head Teacher Mrs M. Hardy, B.A.
Group 11—Six Form Entry with 130 in Sixth Form
Required for January 1980 or as soon as possible a TEACHER of ENGLISH Scale 1 to join a large, well-established, enthusiastic department which has a good academic record. The successful applicant will have the opportunity to teach throughout the school.

Brentford School for Girls is a six-form entry comprehensive school situated in a pleasant area of Brentford and within easy access of central London.

London Allowance £327 payable within seven days.

Letters of application giving details of qualifications, experience and interests and names and addresses of two referees should be sent to the Headmistress (S.A.E. please).

A Groves, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
SENACRE HIGH SCHOOL
Sutton Road, Maidstone
Required January 1980: Temporary full-time TEACHER of ENGLISH to replace teacher taking maternity leave. Scale 1 post.
Application to the Headmistress (S.A.E.).

SANDWELL
(Metropolitan Borough of)
GEORGE SALTER HIGH SCHOOL
(11-16 multi-ethnic Comprehensive)
Required for January, 1980:
ENGLISH
Scale 1
Application forms available from and returnable to Head Teacher, Claypit Lane, West Bromwich, West Midlands. Closing date 27th November, 1979.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
MYERS GROVE SCHOOL
Wood Lane, Sheffield, S6 5HG
(11-18 mixed secondary 2,100: Group 14)
Required for January, 1980, or as soon as possible a member of staff to join the English Department (Scale 1 or Scale 2 post) and to teach ENGLISH throughout the school.

Applications including curriculum vitae and names and addresses of two referees to the Head of the school within a week of the appearance of this advertisement.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ST PETER'S COLLEGIATE SCHOOL
(N.O.R.: 960)
ENGLISH GRADUATE (Scale 1) required for January 1980, or as soon as possible thereafter, in this aided Church of England Secondary School with a developing Sixth Form. Ability to teach across the age and ability range to "A" level is essential.

Applicants should be communicant members of the Church of England or otherwise interested in Christian Education.

Forms of application are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement.

London Borough of Sutton

SECONDARY POSTS

Posts to commence January or April 1980

CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton SM5 1RW
Tel.: 644 7325. Headteacher: Mr K. J. Grace MCTD, BSc
1,030 pupils on roll

MATHEMATICS Scale 1. To join progressive department. Examination work available.

FRENCH Scale 1. For this sixth form entry boys' school. Possibility of examination work.

COMMERCE AND BOOK-KEEPING Scale 1.

CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton SM5 2QX
Tel.: 647 8294. Headteacher: Mrs M. P. Charles BSc

SCIENCE. With a main interest in Biology with subsidiary Junior Integrated Science which is taught for the first three years. Scale 2 post for suitably qualified candidate. Applications from first appointment teachers welcomed.

CHEAM HIGH SCHOOL
Chatsworth Road, Cheam SM3 8PW
Tel.: 644 5790. Headteacher: Mr D. H. Shaw MA

MATHEMATICS Scale 1. To teach throughout this sixth form entry mixed school. Courses to CSE, "O" and "A" level. Established sixth form.

GENERAL SUBJECTS Scale 1. To teach throughout the age/ability range. This is a temporary post for two terms only.

GAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton SM5 1LP
Tel.: 648 1365. Headteacher: Mrs H. M. Orme ATCL

HEAD OF MATHEMATICS DEPARTMENT Scale 4. To take charge of department of six. Mathematics is taught to CSE and "O" level and the successful applicant will be given every opportunity to develop the subject to "A" level. Good building with excellent facilities.

GERMAN WITH SOME FRENCH Scale 1. For this five form entry mixed school, 11-16. German was introduced in the third year September 1978 and is expected to lead to CSE, "O" and "A" level.

ENGLISH Scale 1. To join flourishing department. Examinations taken at CSE, "O" and "A" level.

GLASTONBURY HIGH SCHOOL FOR BOYS
Glastonbury Road, Morden SM4 6NZ
Tel.: 644 9600. Headteacher: Mr E. W. Ayliffe

MATHEMATICS Scale 1/2. To assist Head of Department. The subject is taught to CSE, "O" and "A" level. Opportunity for suitable applicant to become Second in Department.

HEAD OF SCIENCE DEPARTMENT Scale 4. General Science is taught in the first two years, followed by the teaching of individual disciplines. Pupils have a choice of subjects for their fourth and fifth years. Examinations taken at CSE, "O" and "A" level.

PHYSICS, CHEMISTRY AND BIOLOGY, three Scale 2 teachers to take subjects respectively, which are taught to CSE, "O" and "A" level. These vacancies exist due to the promotion of the postholders.

FRENCH AND FRENCH STUDIES Scale 1. To teach to CSE and "O" level.

THE JOHN FISHER SCHOOL
Peaks Hill, Purley CR2 3YP
Tel.: 660 4555. Headteacher: Rev J. MacDonald BA

MATHEMATICS Scale 2 for suitable applicant. To share in "A" level work (SMP). Physics to "O" level an advantage. Help with extra curricular activities welcome.

GLENTHORNE HIGH SCHOOL FOR GIRLS
Sutton Common Road, Sutton SM3 9PS
Tel.: 644 6307. Headteacher: Mrs J. E. Mould BA

JUNIOR PHYSICS AND CHEMISTRY, part-time teacher nine hours per week. This is a five form secondary modern school where emphasis is placed on academic work, good manners and good appearance.

GREENSHAW HIGH SCHOOL
Grennell Road, Sutton SM1 3DY
Tel.: 641 2080. Headteacher: Mr J. Siddle MEd, MIBiol

BIOLOGIST Scale 1/2. To join this purpose built co-educational comprehensive. Biology is taught to all pupils from years three to five to "O" level and CSE as part of the "core" curriculum. Biology is a popular option in the sixth form and is taught to "A" and CEE level. There is a strong tradition of pupils entering biological professions.

PHYSICS AND/OR CHEMISTRY Scale 1/2. To join strong subject departments. The school which has 1,146 on roll (160 in sixth form) has modern facilities; young and enthusiastic colleagues and laboratory assistants. GCE examinations to "A" level.

HEAD OF HISTORY Scale 3. Subject is offered to CSE, "O" and "A" levels. British Constitution and Civics also taught. The History Department has its own purpose-built suite of rooms.

CO-ORDINATOR OF UPPER SCHOOL MATHEMATICS Scale 3. Department has established high academic standards. Mathematics is studied by all pupils up to age 16 and is a popular option in the sixth form. The successful applicant will be required to teach London "O" level syllabus "C" and London "A" level Mathematics/Statistics. The school has a computer terminal.

HIGHVIEW HIGH SCHOOL
The Chase, Wallington SM6 8JT
Tel.: 688 2958. Headteacher: Mr G. M. Scott BA, DipEd

MATHEMATICS Scale 1. To teach throughout the school. **HOME ECONOMICS.** to take Cookery and Needlework. Scale 2 available for suitable applicant.

ST PHILOMENA'S SCHOOL
Pound Street, Carshalton SM5 3PS
Tel.: 642 2025. Headteacher: Sister Mary Damian BA

RELIGIOUS EDUCATION Scale 1. Well qualified teacher to teach R.E. in the main school and Sociology to CSE and "O" level.

STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton SM5 3HP
Tel.: 647 5842. Headteacher: Mr D. C. Haines

HEAD OF MATHEMATICS Scale 4. For this co-educational school with 700 pupils on roll and small developing sixth form. Pupils are prepared for "O" level and CSE examinations with teaching groups based on mathematical ability. The school has recently purchased a micro processor (380Z) and it is hoped that applicants would support and encourage its use within the school curriculum.

WALLINGTON HIGH SCHOOL FOR BOYS
Croydon Road, Wallington SM6 7PH
Tel.: 647 2235. Headteacher: Mr R. S. Harrison MA

ECONOMICS Scale 1. For this selective school of 720 boys (160 in sixth form). Economics is a strong subject in the school with 70 boys taking "O" level and 50 taking "A" level Summer 1980. Help with Rugby, Hockey and Cricket would be welcome.

All vacancies are open to both men and women. Applications in the first instance should be made to the Headteacher of the school concerned. All posts have London Allowance £327 per annum. Assistance with removal expenses in approved cases.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, applications by letter, as soon as possible (S.A.E. foolscap) from the Heads at the schools with curriculum vitae and names of two referees. S.T.A.P forms accepted from students for first appointments only.

Please quote reference 16/11 on correspondence.

Secondary

The West Somerset School, Minehead
(13-18 mixed comprehensive, 1,100)
The school's catchment area includes Exmoor, The Brendon and Quantock Hills as well as the coastal villages.

For January 1980, teacher of Mathematics, Scale 1, to teach across the ability range of this 13-18 school, including some C.S.E. and "O" level, S.M.P. syllabuses are followed. This is a temporary appointment until 1st June, 1980.

Ansford School, Castle Cary
(11-16 mixed comprehensive 537)
For January 1980, teacher of Mathematics, Scale 1. Knowledge of computer studies an advantage. Temporary appointment.

The King Alfred School, Highbridge, Burnham on Sea
(11-18 mixed comprehensive, 1,518)
Applications are invited for the following temporary vacancies, duties to commence January 1980. Vacancies due to Maternity Leave.

I. Teacher of Geography, Scale 1.
II. Teacher of English, Scale 1.

King Arthur's School, Wincanton
(11-16 mixed comprehensive, 778)
For January 1980, teacher of Mathematics, Scale 1. For years 1-5.

The Blake School, Bridgwater
(11-16 mixed comprehensive, 950)
For January 1980:

I. Teacher of Physical Education, Scale 1, to teach throughout the age and ability range.
II. Teacher of Woodwork, Scale 1, to teach throughout the age and ability range. Temporary post for the Spring Term only.
III. Teacher of Community Studies and Citizenship Scale 1, to teach the above subjects throughout the age and ability range. Temporary post for the Spring Term only.

The Castle School, Taunton
(11-16 mixed comprehensive, 870)
The school received its first comprehensive intake of six forms in September 1978, G.C.E. and C.S.E. courses are well established.

For January 1980, well qualified teachers of:

I. Woodwork, Scale 1. Temporary appointment.
II. Mathematics, Scale 1. Temporary appointment.
III. English, Scale 1. Temporary appointment.

An interest and willingness to contribute to the extra-curricular life of the school will be looked for in all applicants.

Closing date 3rd December, 1979.

SECONDARY
continued

Geography

Heads of Department

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow, Middlesex
Telephone number: 864 7688
Required as soon as possible, a HEAD of GEOGRAPHY to take over a flourishing department.

The school is a 12 to 16 fully comprehensive and is situated in a pleasant residential area.

The successful applicant will be required to teach "O" level Geology in addition to "O" level and C.S.E. Geography.

A Scale 3 salary is payable.

Application forms from and to be returned to the Head Teacher by 30th November.

Please enclose stamped addressed envelope.

Other Posts on Scale 2 and above

ESSEX
CLACTON COUNTY HIGH SCHOOL
(Roll 1,460)
Walton Road, Clacton-on-Sea
Telephone: Clacton 24266
GEOGRAPHY TEACHER
Required January. Help with girls games welcome, but not essential.

Curriculum vitae and names of referees to Headteacher (foolscap S.A.E. please).

Scale 1 Posts

CAMBRIDGESHIRE
CAMBRIDGE AREA
MANOR SCHOOL
Required for January, in this 11-16 Mixed Comprehensive School (Roll 1,200), TEACHER of GEOGRAPHY (Scale 1).

Apply immediately to Headmaster, Manor School, Arbury Road, Cambridge, with full curriculum vitae and names of two referees.

CROYDON
(London Borough of)
ST MARY'S R.C. SCHOOL
Woburn Road
Croydon. CR0 2AB
Telephone: 01-686 3837/9
Tenable: 1st January, 1980
A GEOGRAPHY TEACHER is required for this mixed 11 to 16 Catholic High School.

Ability to offer some History would be an advantage.

There are well established courses leading to "O" and C.S.E. levels and the successful applicant would be teaching a four year C.S.E. Geography group amongst a range of year and ability groups.

Salary: Burnham Scale 1, With London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.P.) from and returnable to the Head Teacher at the above address as soon as possible.

DURHAM
COUNTY COUNCIL
CHESTER-LE-STREET
PARK VIEW
COMPREHENSIVE SCHOOL
1,188 on roll, 11-18 years
GEOGRAPHY, Salary Scale 2. Well qualified and experienced TEACHER required for April, 1980, to share the teaching of the subject throughout the school to G.C.E. "A" level.

Stamped addressed envelope for application form and further details to Area Education Office, 8 Red Rose Terrace, Chester-le-Street, Co. Durham.

Closing date for receipt of applications 30th November, 1979.

DURHAM
COUNTY COUNCIL
FERRYHILL
COMPREHENSIVE SCHOOL
11-18 years. 1,800 on roll
GEOGRAPHY, Salary Scale 1. Good Honours GRADUATE TEACHER of GEOGRAPHY required to share teaching across full ability range including Sixth Form. An interest in Geology an advantage.

Stamped addressed envelope for application form and further details to Area Education Office, Green Lane, Spennymoor, Co. Durham.

Closing date for receipt of applications 30th November, 1979.

METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
MIDDLE SCHOOLS

KINGSWAY (10-13)
Turf Hill Road, Rochdale OL16 4XA
Tel. Rochdale 40931
Required for January, 1980

SCALE 1, TEMPORARY, ENGLISH
for the Spring Term
Application should be by letter immediately to the Head Teacher at the school, giving details of age, qualifications and experience together with the names and addresses of two referees. Closing date 26th November, 1979.

MATTHEW MOSS (10-13)
Matthew Moss Lane, Rochdale OL11 3LU
Tel. Rochdale 32910

HEAD OF MATHEMATICS, SCALE 3
Application forms and further details are available from the Head Teacher at the school, to whom they should be returned on completion.

SHAWFIELD NORDEN COMMUNITY (10-13)
Shawfield Lane, Rochdale OL12 7RQ
Tel. Rochdale 58382
Required for January, 1980

SCALE 2, CONSULTANT P.E.
To lead a team of specialist and non-specialist colleagues in the teaching of Games, Gymnastics, Movement/Dance and Swimming, to mixed groups throughout the 10-13 age range in this purpose-built community middle school. An ability to teach general subjects to mixed ability groups is sought, as is the skill to coach the school's rugby league teams.
A commitment to the school's responsibility sharing ethos and to community activities is essential.
Further details should be studied before application, by letter, to the Head Teacher at the school.

UPPER AND SENIOR HIGH SCHOOLS

BROADFIELD UPPER (13-16)
Nelson Street, Rochdale OL11 5RF
Tel. Rochdale 47184
Required for January

SCALE 2, FULL-TIME TEMPORARY HOME ECONOMICS
A Scale 3 available for suitably qualified and experienced teacher. This post is within the Faculty of Design and Craft and is due to the maternity leave of the present head of the subject.
Application forms and further details are available from the Head Teacher at the school, to whom all forms should be returned on completion.

OULDER HILL HIGH (13-18)
Hudson's Walk, Rochdale OL16 1NL
Tel. Rochdale 55222
Required for January

TEMPORARY, MATHEMATICS, SCALE 1
To teach the subject to CSE and 'O' levels. The department also offers Statistics and Computer Studies to various levels and an interest in one of these aspects would be helpful.

TEMPORARY, FRENCH, SCALE 1
To teach the subject to CSE and 'O' levels. Full range of courses available. Ability to offer German to a group of beginners would be an advantage.
Both of the above posts are for one term in the first instance.

BISHOP HENSHAW MEMORIAL R.C. (13-18)
Shaw Road, Rochdale OL16 4RX
Tel. Rochdale 47761

(1) SENIOR TEACHER
Curriculum
Further details available from the Head Teacher at the school.

(2) SCALE 3 TEACHER
Second in the English Department

(3) SCALE 1, GEOGRAPHY

(4) SCALE 1, DOMESTIC SCIENCE
Posts numbered (3) and (4) are temporary for one term in the first instance.
For all posts, application forms are available on receipt of a foolscap stamped addressed envelope from the Head Teacher at the school, to whom all forms should be returned on completion.
Closing date: November 28, 1979.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road,
Dartford, Kent
(Roll 1,800 (Mixed))
TEACHER for GEOGRAPHY required. Suitable for graduates with P.G.C.E. or candidates seeking first appointments. Geography at "A", "O" and C.S.E. available. Fringe Allowance £165. Purpose built premises with good facilities on a pleasant site overlooking open country and with easy access to London and the South Coast.

Applications by letter with full curriculum vitae to the Headmaster.

LONDON, W.6
ST. PAUL'S GIRLS' SCHOOL
Brook Green
Required from 24th April, 1980, a part-time GEOGRAPHY GRADUATE, male or female, to share in the teaching of the subject to Ordinary level standard, and in Human Geography to Advanced level standard.

The appointment could be a temporary one for the summer term only, or on a permanent basis.

Applications in writing to the High Mistress, giving a full curriculum vitae and the names and addresses of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:
ELLIOTT DURHAM
COMPREHENSIVE SCHOOL
Hansom Road, Mapperley, Nottingham NG3 6HN
Mixed: 920 (11 to 16)
Headmaster: P. Bratton, B.Sc.
For January, TEACHER (Scale 1) of GEOGRAPHY with some Careers. Geography is taught to C.S.E. and G.C.E. "O" level.

The post offers the opportunity for the person appointed to be involved in the establishment of an integrated Humanities course for pupils in the Lower School. S.P.A. payable.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
(11-18 Mixed Comprehensive, Roll 1,043)
Sidegate Lane, Ipswich IP4 3DL
Headmaster: D. W. Ockelton, M.A., B.Sc. (Econ.)
Required January, 1980, or as soon as possible thereafter, TEACHER of GEOGRAPHY. Appointment could be permanent or temporary for two terms in first instance. Applicants seeking temporary full-time or part-time work welcomed.

Apply by letter in first instance giving curriculum vitae and the names and addresses of two referees, to the Head, enclosing a stamped addressed envelope.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January, 1980, or as soon as possible thereafter:—
PENDEFORD HIGH SCHOOL
GEOGRAPHY
Scale 1
For a suitable candidate the post offers wide experience including the Schools Council 14-18 Geography Project.

The school is a well-established 11-18 mixed comprehensive situated on an excellent site on the northern boundary of the borough.

Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement (S.A.E. please).

History

Heads of Department

BARNET
(London Borough of)
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, N.2
01-444 5211
V.A. Mixed Comprehensive
(Roll 1,120, Sixth Form 203)
Required April, 1980, HEAD of HISTORY and POLITICS, Scale 3.

Applicants will have the qualities necessary for them to give a clear lead in teaching of Schools Council 13-16 History Course, and to organise work of progressive and lively department. In exceptional circumstances the Governors would be prepared to consider September appointment.

In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.

Further details and application forms from Headmaster. (S.A.E.)

Director of Educational Services.

SUFFOLK
IPSWICH SCHOOL
(Independent, H.M.C.)
Graduate HEAD of HISTORY required for September, 1980, to take over an already lively department. There are three historians and an economist teaching about 30 boys and girls in "A" level ("O" and "U" Board) in History and Economics each year. New classrooms for history will be built by September, 1981, and there are good facilities for local history. Burnham Scale 4 plus £300 p.a. will be offered to a candidate of the right calibre. A strong interest in hockey and/or sailing would be an advantage. Good accommodation available.

Applications with full curriculum vitae and names of two referees to Headmaster immediately.

Scale 1 Posts

BERKSHIRE
MAIDEN ERLEGH
COMPREHENSIVE SCHOOL
Earley, Reading
Number on Roll: 1,600
TEACHER of HISTORY
Scale 1
Required for January 1980, a qualified TEACHER of HISTORY to join an enthusiastic team of teachers of Integrated Studies in the Lower School.

Letters of application to Headmaster, giving full curriculum vitae and the names and addresses of two referees. S.A.E.
Closing date December 11.

BERKSHIRE
THE WILLINK SCHOOL
School Lane, Burghfield Common, Reading RG7 3XJ
Number on Roll: 800 Mixed Comprehensive (11-18 range)
ASSISTANT TEACHER OF HISTORY
Scale 1
Required for January 1980, to share in teaching of History throughout the school up to and including 6th form level. Ideally should be specialised in Modern History, particularly 19th/20th Century.

Apply in writing as soon as possible to Headmaster, giving names and addresses of two referees and full curriculum vitae (S.A.E.).

Closing date December 3.

BROMLEY
Kent
BROMLEY HIGH SCHOOL
HISTORY GRADUATE required, see under Independent.

CAMBRIDGESHIRE
CAMBRIDGE AREA
MANOR SCHOOL
Required for January, in this 11-16 Mixed Comprehensive School (Roll 1,200) TEACHER of HISTORY (Scale 1).

Apply immediately to Headmaster, Manor School, Arbury Road, Cambridge, with full curriculum vitae and names of two referees.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon
HISTORY (Scale 1)
TEACHER of HISTORY required for January to share work of strong department. Lively interest in History in and out of the classroom essential. Two term appointment in first instance, full or part-time appointment considered.

This 11 to 18 voluntary controlled, mixed comprehensive school takes children from Huntingdon and its neighbourhood. 1,850 pupils with over 215 in the Sixth. Outstanding setting includes Hinchingbrooke House and new buildings.

Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Thistlecroft Gardens, Stanmore, Middlesex HA7 1PL
Tel. number: 01-952 2803/1379
HISTORY: Scale 1. Temporary appointment required for two terms beginning in January for this eight-form entry coeducational comprehensive High School (age range 12 to 16 years) situated in a pleasant residential area.

The work will cover the age and ability range of the school including groups on "O" and C.S.E. courses.

Application forms from and to be returned to Headmaster by 23rd November, 1979.

Please enclose stamped addressed envelope.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow TW3 1NE
Headmaster: Mr. J. E. White
(Comprehensive Mixed, 1,470 pupils, ages 11 to 19; Sixth Form 180 pupils)
Required for January, 1980, HISTORY TEACHER, Scale 1.

Enthusiastic and suitably qualified teacher of History required to join a well organised and successful Humanities Faculty. The ability to contribute to the school's Religious Studies/Social Studies' programme would be an advantage.

The school has the benefit of an excellent reprographics service and Library facilities and all staff are invited to assist in the operation of a well-established vertical tutorial system.

London Allowance £327 payable.

Closing date: within seven days.

Letters of application, in the first instance, to the Head Teacher, from whom further details can be obtained, giving full details of experience, interests and qualifications, and the names and addresses of two referees (stamped addressed envelope, please). Prospective candidates are welcome to visit the school by appointment.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
AYLESFORD SCHOOL
(1,000)
Teapot Lane, Aylesford
Maidstone, Kent
Vacancy for January, 1980. Applications are invited for the following teaching post: TEACHER for HISTORY. Excellent facilities. The school, situated in a pleasant residential area 3½ miles N.W. of Maidstone is fully comprehensive in the first two years with some transfers to upper schools at 13 plus. G.C.E. "O" level and C.S.E. courses.

Applications should be made by letter to the Headmaster, stating relevant personal details, training, qualifications and experience, together with the names of two referees.

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
11 to 18 Comprehensive
(1,030 pupils, 100-plus in Sixth Form)
HISTORY, Scale 1
TEACHER required from the 1st January, 1980, or as soon as possible, at this coeducational school, formerly Bridgnorth Grammar, which received its first comprehensive intake in September, 1975. Work to C.S.E./"O" level available and help with Lower School Religious Knowledge an advantage. This vacancy arises from the promotion of a member of the History Department. The post is initially a temporary one for two terms to the end of this academic year but with the prospect of a permanent appointment from September, 1980.

Apply by letter naming two referees to: The Headmaster, Bridgnorth Endowed School, Shropshire WV16 4ER.

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
(11-18 Mixed Comprehensive, roll 1,043)
Sidegate Lane, Ipswich IP4 3DL
Headmaster: D. W. Ockelton, M.A., B.Sc. (Econ.)
Required January, 1980, or as soon as possible thereafter, TEACHER of HISTORY. Appointment could be permanent or temporary for two terms in first instance. Applicants seeking temporary full time or part-time work welcomed.

Apply by letter in first instance giving curriculum vitae and the names and addresses of two referees to the Head, enclosing a stamped addressed envelope.

ilea
INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The authority would be pleased to receive applications from suitably qualified teachers immediately in the following subjects:

Business Studies
Chemistry
Design & Technology
English
French
Geography
Home Economics
Mathematics
Physics

Successful applicants would be offered Scale 1 posts in the Authority's teaching service which carry an Inner London Allowance of £474 p.a. in addition to the Burnham Salary.

The appropriate application form may be obtained from the Education Officer (TS2), Room 67, Main Building, The County Hall, London SE1 7PB and you are very welcome to telephone 01-633-2101 for further details. Please state whether you are seeking a first teaching appointment.

TRINITY SCHOOL

Barking Road, London E16 4DD
(Telephone 01-476 9518)

Head Teacher, Mr. D. L. Johnson Roll: 997 (Boys)
The following teaching staff are required for this one-site school housed in the modern building of a former technical school situated within easy reach of Central London.

PERMANENT POSTS

Required for Easter, 1980, or as soon as possible:—

Head of English. Scale 4
Head of History Scale 3
Head of Business and General Studies Scale 3
Teacher/Librarian Scale 2
Teacher in Charge of Chemistry Scale 2
Boys' Physical Education Teacher Scale 1 or 2
Teacher of History

Temporary appointments pending permanent appointments—Scale 1
Required as soon as possible

Teacher/Librarian
Teacher of History
Teacher of Business Studies
Teacher of Chemistry
Teacher of Boys' Physical Education

London Allowance £474
plus Social priority allowance £201-£276

Application forms may be obtained from the undersigned to whom they should be returned by 7th December, 1979.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

LONDON BOROUGH OF NEWHAM

SECONDARY
continued

Humanities

Scale 1 Posts

CROYDON
(London Borough of)
HALING MANOR HIGH
Kendra Hall Road,
South Croydon CR2 6DT
Telephone: 01-681 1141/4

Tenable: January 1, 1980

TEACHER of HUMANITIES with REMEDIAL element. Music qualification a real advantage.
Salary—Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request). Please send SAE for application form (or STAP) from and returnable to the Head Teacher at the above address as soon as possible.

Mathematics

Heads of Department

BRENT
(London Borough of)
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10
Headmaster, Mr M. R. H. Piercy, BA
Comprehensive, 11-18 school
Six forms of entry (roll 960)
Serving a multi-ethnic area of Neasden and Wembley. School opened in 1973 and buildings completed in 1978, offer excellent facilities. The school is "traditional" in its ethos and organization.
Required from January/April (or earlier if possible):—
HEAD of MATHEMATICS (Scale 4). This major department prepares candidates for "A" level in Mathematics, "A" level Computer Science, "O" level and CSE in both Mathematics and Statistics and for CSE Arithmetic; as the Sixth Form grows it is expected that the work of the department will expand to include additional "A" level subjects and City and Guilds courses. The main emphasis is on "traditional mathematics" at present in Years 1-3. An experienced candidate is sought, able to provide strong leadership and ready to offer guidance to junior colleagues.
Application forms (SAE) from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Head of the school within 10 days.
London Allowance of £474 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
HITCHIN SCHOOL
Old Hale Way, Hitchin, Herts. SG5 1XT
(Co-educational)
(Roll: 650)
(Group 10, 11 to 19 all-ability).
HEAD of MATHEMATICS, Scale 4, required for April 1980, owing to promotion of present holder to a Deputy Headship. The Department is well equipped to provide courses for public examinations at all levels. There is a separate but closely linked Computer Studies Department.
Candidates should be well qualified and have had varied successful teaching experience.
Many opportunities exist to develop extra-curricular interests but the essential quality sought is the ability to organise and lead a successful department.
Removal and transfer expenses may be payable in approved cases.
Applicants should write to the Headmaster as soon as possible giving full personal and professional details and providing the names, status and addresses of two referees, including present employer.

SHEFFIELD
EDUCATION DEPARTMENT
COLLEY SCHOOL
Remington Road, Sheffield, S5 9PB
An 11 to 18 secondary
Applications are invited from well qualified and experienced MATHEMATICIANS for the post of HEAD OF MATHEMATICS, Scale IV, commencing April 1980. SPS Allowance payable.
Mathematics is taught to C.S.E., 16 plus for external examinations, and has also for long been particularly well established at "A" level. The school is equipped with a computer terminal, so candidates are expected to have an interest in computer studies.
Further details and application forms are available from the Head Teacher, to whom they should be returned within 14 days of the appearance of this advertisement.

Other Posts on Scale 2 and above

BEDFORDSHIRE
SOUTHERN AREA
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton.
Headmaster:
Mr. A. H. Heggs, B.A.
SECOND IN MATHEMATICS
Scale 3
Required for April, 1980, experienced and well qualified teacher to help in the administration and organisation of a major department. Candidates should be able to teach Additional Maths. for "O" Level examination.
Some assistance with accommodation may be possible.
Further details and application forms obtainable from and returnable to the Headmaster (S.A.E. please).

BEDFORDSHIRE
SOUTHERN AREA
PUTTERIDGE HIGH SCHOOL
Putteridge Road, Luton
Headmaster: Mr. G. Price, B.Sc., M.Ed.
MATHEMATICS
(Scale 2)
Required for January, 1980, a TEACHER of MATHEMATICS to teach pupils of all ability throughout the school. A Scale 2 post for a suitably experienced teacher. Newly qualified teachers are considered.
Some assistance with accommodation may be possible.
Further details and application forms obtainable from and returnable to the Headmaster (S.A.E. please).

BERKSHIRE
MAIDEN ERLEGH COMPREHENSIVE SCHOOL
Earley, Reading
N.O.R.: 1,500
GRADUATE OF MATHEMATICS. Required for January, 1980, to teach the subject throughout the school, including the sixth form. A particular interest in Applied Mathematics an advantage. Scale 2 post available for an experienced applicant.
Letters of application to Headmaster, giving full curriculum vitae and the names and addresses of two referees (S.A.E.).
Closing date December 11.

BERKSHIRE
BULMERSHE SCHOOL
Chequers Way, Woodley, Reading
N.O.R.: 1,330
TEACHER OF COMPUTER STUDIES AND MATHEMATICS.
Scale 2.
Required January or Easter, 1980, a well qualified TEACHER to take charge of COMPUTER STUDIES. Courses to "O" level. Successful applicant will also be required to teach Mathematics up to "O" level standard.
Application form and further details available from the Headmaster S.A.E.
Closing date December 3.

BROMLEY
(London Borough of)
THE WALSINGHAM SCHOOL
Chipperfield Road, St. Paul's Cray
Orpington, Kent
(Co-educational comprehensive; 11 to 18; seven-form entry)
Telephone: 01-300 1258
Required for January 1980: a TEACHER of MATHEMATICS with responsibility for Computer Studies. A Scale 2 allowance is available for a suitably qualified and experienced candidate. There is a modern micro computer system in the school.
The Mathematics Department has a suite of six rooms and teaches to C.S.E., "O" and "A" levels.
Removal and other expenses payable in approved cases.
Letters of application together with curriculum vitae and names and addresses of two referees should be sent to the Headmaster of the school. Further details will then be sent.

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Uxbridge UB8 3RF
(Number on roll 943-179 in Sixth Form)
Required for January or April, 1980, a TEACHER of MATHEMATICS at this pleasantly situated former grammar school which received its first all-ability intake in 1977, qualified to take this subject to GCE Advanced level standard.
A Scale 2 post is available for a suitably experienced and qualified candidate. Modern and Traditional Mathematics are taught for "O" level and CSE and the "A" level course includes Further Mathematics and Statistics.
The department is housed in its own suite of well equipped rooms.
It is hoped to appoint a teacher who will make a full contribution to the school's extra curricular activities.
Apply in writing to the Headmaster, giving brief career details and the names and addresses of two referees.
London Allowance payable.

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Hewens Road, Hayes End, Hayes UB4 8JP
(Number on roll 1,118-114 in Sixth Form)
Required as soon as possible, TEACHER of MATHEMATICS (Scale 2).
This strong department has a proven record of success with the full ability range: mathematics is a very popular option in the Sixth Form.
SMP mathematics is taught throughout the school.
An enthusiastic teacher is sought who can supervise the AVA resources of the department: the school has a mathematics laboratory, a Resource Centre, and staff have their own clerical assistance. A microprocessor is about to be installed.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
The Civic Centre, Lampton Road, Hounslow, TW3 4DN
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow, TW3 4DN
Comprehensive, mixed
(1,470 pupils ages 11 to 19, Sixth Form 180 pupils)
Headmaster, Mr. J. E. White
Required for Summer Term, 1980 (or sooner if possible), a TEACHER of MATHEMATICS, Scale 2, to join a team of teachers in a thriving and well organized Faculty of Mathematics and Science. The successful candidate will be responsible for the teaching of Computing in addition to Mathematics throughout the school, which could include "A" level work.
The school has a Mathematics Laboratory and a recently purchased computer, and the person appointed will assume overall responsibility for its operation, including Staff in-service training.
This appointment offers an excellent opportunity for the involvement of an enthusiastic teacher in a rapidly developing area of the curriculum.
The school has the benefit of an excellent reprographics service and library facilities and all Staff are invited to assist in the operation of a well-established vertical tutorial system.
London allowance £327 payable.
Closing date: within seven days.
Letters of application in the first instance, to the Head Teacher, from whom further details can be obtained, giving full details of experience, interests and qualifications and the names and addresses of two referees (stamped addressed envelope, please). Prospective candidates are welcome to visit the school by appointment.
A. Groves, Director of Education.

KINGSTON Upon Thames
(Royal Borough of)
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton
Surrey KT6 4TU
(Telephone: 01-390 2657)
A F.E., Co-ed, 11-18, non-selective. Strong academic Sixth Form with courses up to university entrance.
Required for April, 1980, graduate TEACHER for MATHEMATICS (Scale 3) to act as second-in-charge of the Department. This is a strong department with successful courses in Mathematics up to "A" and "A" levels and statistics at "A" level.
London Allowance £327.
Assistance may be provided with removal expenses.
Application forms, and further details, from the Headmaster at the school, to be returned to him as soon as possible.

SURREY
EDUCATION COMMITTEE
ALDERSHOT [illegible] SCHOOL
[illegible]
MATHEMATICS TEACHER required, Scale 1.
[illegible] Head, [illegible]
Aldershot, [illegible]

Scale 1 Posts

AVON COUNTY
BROADOAK COMPREHENSIVE SCHOOL
Broadoak Road, Weston-super-Mare BS23 4NP
Required as soon as possible, TEACHER of MATHEMATICS, preferably able to teach at all levels.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees. S.A.E. please.
Ref. 91-5/10/79.

AVON COUNTY
CHURCHILL COMPREHENSIVE SCHOOL
Churchill, Bristol, BS19 5QN
Required for January, TEACHER of MATHEMATICS, with ability to teach the subject throughout the school and Mathematics with Statistics at A level.
Scale 1 post
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees. S.A.E. please.
Ref. 119-12-10/79.

AVON COUNTY
THE CASTLE SCHOOL
Park Road, Thornbury, Bristol. BS12 1HT.
Required for January, TEACHER of MATHEMATICS, to at least C.S.E. level. Scale 1 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees. S.A.E. please.
Ref. 133-12/10/79.

BARNET
(London Borough of)
MOAT MOUNT SCHOOL
Worcester Crescent, Mill Hill, N.W.7
01-959 0017
Mixed Comprehensive
(Roll 898, Sixth Form 104)
Required January, 1980, TEACHER of MATHEMATICS up to "A" level. Scale 1. Scale post available *for suitably qualified and experienced applicant.*
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply to Headmaster giving full details (S.A.E.).
Director of Educational Services.

BERKSHIRE
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading
N.O.R.: 1,330
TEACHER of MATHEMATICS.
Scale 1.
Required January or Easter, 1980, to join a large well-equipped department of ten specialist teachers. Courses at all levels are well established in Mathematics, Statistics and Computer Studies.
Application forms and further details are available from the Headmaster s.a.e.
Closing date December 3.

BOLTON
(Metropolitan Borough of)
HAYWARD GREEN HIGH SCHOOL
Lever Edge Lane, Bolton
(Co-educational 11 to 16, 660 pupils)
Required from 1st January, 1980: MATHEMATICS, Scale 1.
To teach Mathematics to C.S.E. level.
Assistance with extra-curricular activities desirable.
Application forms obtainable from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned to the Head Teacher by 28th November, 1979.

BROMLEY
(London Borough of)
CATOR PARK SCHOOL FOR GIRLS
Lennard Road, Beckenham, Kent
(Roll: 932)
Required for January, 1980, or as soon as possible thereafter, a TEACHER of MATHEMATICS, at this six form entry girls comprehensive school.
Courses are based on the SMP syllabus.
Removal and other expenses payable in approved cases.
Application should be made to the Headmistress at the school giving names and addresses of two referees.

BROMLEY
(London Borough of)
COOPERS SCHOOL
Hawkwood Lane, Chislehurst
Kent BR7 5PS
Required for January, GRADUATE TEACHER of MATHEMATICS to join a strong department with well-established CSE, "O" and "A" level courses in this co-educational selective school.
The post would be temporary but could become permanent.
Applications, with curriculum vitae, to the Headmaster at the school.

BROMLEY
(London Borough of)
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent
(Co-educational comprehensive; 11 to 18; seven-form entry)
Telephone: 01-300 1258
Required for January 1980 or sooner, a TEACHER of MATHEMATICS. Both a full-time and a part-time post are available. The department has a suite of six rooms and teaches the subject to C.S.E., "O" and "A" levels. There is a modern computer within the department and Computer Studies is taken at C.S.E. and "O" levels.
Removal and other expenses payable in approved cases.
Letters of application should be addressed to the Headmaster, at the school, enclosing curriculum vitae and giving the names and addresses of two referees. Further details will then be sent.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon
TEACHER of MATHEMATICS required for January, able to teach at least to "O" level (two-term appointment in first instance). Full or part-time applications considered.
This 11 to 18 voluntary controlled, mixed comprehensive school takes children from Huntingdon and its neighbourhood. 1,850 pupils with 310 in the Sixth. Outstanding setting includes Hinchingbrooke House and new buildings.
Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

CHESHIRE
EDUCATION COMMITTEE
THE GRANGE COUNTY COMPREHENSIVE SCHOOL
Latham Avenue, Runcorn
MATHEMATICS
[illegible] (Scale 1)
Help with housing in certain circumstances.
Apply Headmaster (enclose S.A.E.).
Required January, 1980.

CROYDON
(London Borough of)
SELHURST BOYS' HIGH
The Crescent, Croydon
CR0 2HN
Telephone: 01-689 0951. 4
Required in January or April, 1980, a well qualified TEACHER of MATHEMATICS able to teach the subject to G.C.E. "O" and "A" levels and for C.S.E. in this boys' comprehensive school for the 14 to 18 age range. Four different "A" level subjects in Mathematics are taught and it is hoped that the successful applicant will be able to teach a share of this work.
Salary: Burnham Scale 1 with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.P.) from and returnable in the Head Teacher to the above address as soon as possible.

DURHAM
COUNTY COUNCIL
WILLINGTON PARKSIDE COMPREHENSIVE SCHOOL
(1,300 on roll; 11 to 16 years)
MATHEMATICS TEACHER (Salary Scale 1) required for January 1980, or as soon as possible thereafter, to teach through the school including examination classes.
Stamped addressed envelope for application form and further details to Area Education Offi., Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications: 26th November 1979.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WILMINGTON SECONDARY SCHOOL (Mixed)
Wilmington Hall, Common Lane
Wilmington, Dartford
Required in January, 1980, a TEACHER of MATHEMATICS, Scale 1, a willingness to work within the Kent Mathematics Project is essential. Temporary appointment would be considered. This four-form entry mixed school was opened with a first year intake in new buildings in rural surroundings in September, 1974, and the first public examinations were taken in Summer, 1979. Fringe Allowance £159.
Application forms, which should be returned as soon as possible, and further details are available from the Headmaster, Mr J. D. Edgeler, B.Sc., F.I.M.A. S.A.E. (foolscap) should be sent with the request for an application form.

DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road
Dartford, Kent
Roll: 1,400 (mixed)
TEACHER for MATHS required. Suitable for graduates with P.G.C.E. or candidates seeking first appointments. Maths at "A", "O" and C.S.E. available. Fringe Allowance £159. Purpose-built premises with good facilities on a pleasant site overlooking open country and with easy access to London and the South Coast.
Applications by letter with full curriculum vitae to the Headmaster.

MAIDSTONE DIVISION
ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone
(880 mixed)
High School with comprehensive intake of which about a quarter leave after two years for an upper school. C.S.E., internal and G.C.E. "O" level examination courses run for fifth year pupils. MATHEMATICS TEACHER required *for developing department working along traditional and KMP lines.* Whilst suitable for candidates with some experience it could also suit an outstanding candidate seeking a first appointment—a subsidiary subject (e.g. P.E./Games, English, etc.) in addition an advantage.
Applications, with curriculum vitae and naming two referees, initially by letter to the Headmaster, from whom further details are obtainable on receipt of a S.A.E.

KINGSTON Upon Thames
(Royal Borough of)
TOLWORTH GIRLS' SCHOOL
Fullers Way North
Surbiton, Surrey, KT6 7LQ
(Tel: 01-387 3854)
1,063 girls on roll
Required for January 1980, a graduate TEACHER for MATHEMATICS and COMPUTER STUDIES to join a department of seven teachers. The Mathematics department has well established courses in Mathematics to GCE "A" level, and Computer Studies and Statistics to GCE "O" level. (Scale 1 post).
London Alowance: £327.
Assistance may be provided with removal expenses.
Application forms obtainable from The Headmistress at the School, to be returned to her as soon as possible.

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE GRAMMAR SCHOOL
Arthur's Avenue, Harrogate
North Yorkshire
Required January, 1980, or as soon as possible thereafter.
GRADUATE MASTER or MISTRESS to assist in the *MATHEMATICS DEPARTMENT*, G.C.E. examination work available for a suitably qualified applicant.
Scale 1.
Applications should be sent direct to the Headmaster giving the names of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:
FOREST FIELDS SIXTH FORM COLLEGE
Canton Road, Nottingham NG3 5NR
Headmaster, J. P. Hancox, B.Sc.
(Mixed: 420)
For January, graduate TEACHER of MATHEMATICS to join a strong and highly successful Mathematics Department and teach to "A" level. Scale 2 post available for experienced applicant.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
WILLIAM CRANE COMPREHENSIVE SCHOOL
Minver Crescent, Aspley, Nottingham NG8 5PN
Headmaster, A. T. Rowell, M.Ed.
(Mixed: 985: 11 to 16)
For January, permanent or temporary, TEACHER (Scale 1) of MATHEMATICS. Ability to teach some Computer Studies an advantage.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Thame, Oxfordshire
(Scale 1)
Required for January, 1980, a TEACHER of MATHEMATICS throughout this mixed 11 to 19 comprehensive school of 2,100 pupils (290 in the Sixth Form) for the Spring and Summer terms only. The school is of ancient foundation set in a country town within easy reach of Oxford and the Chilterns.
Applications by letter, naming two referees, as soon as possible to The Principal, Lord Williams's School, Oxford Road, Thame, Oxon.

RICHMOND UPON THAMES
(London Borough of)
WHITTON SCHOOL
(11-16 Mixed Comprehensive)
Percy Road,
Whitton TW2 6JW
ASSISTANT TEACHER of MATHEMATICS, Scale 1.
Outer London Allowance payable.
The post is available from 1st January, 1980.
A well-qualified Mathematician is required to teach pupils from all years across the whole range of ability up to and including "O" level. S.M.P. cards are used with mixed ability groups in year one. The school participates in joint G.C.E./C.S.E. feasibility studies in Mathematics using a combined traditional-modern syllabus.
Forms (foolscap stamped addressed envelope) from Director of Education, Education Department, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school as soon as possible.

RICHMOND UPON THAMES
(London Borough of)
SHENE SCHOOL
(11 to 16 mixed comprehensive)
Park Avenue, East Sheen
SW14 8RG
MATHEMATICS
Required for January, 1980, a part-time TEACHER of MATHEMATICS for this six-form entry mixed comprehensive school close to Richmond Park. The Scottish Modular Mathematics System is taught in the Lower School and C.S.E. Mode 1 and Ordinary level examinations are taken in the Upper School.
Application forms are available from and returnable to the Head Teacher at the school.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
NORFOLK SCHOOL
Craddock Road, Sheffield S2 2JX
A Scale 1 TEACHER of MATHEMATICS, SCIENCE for January 1980.
A full time or temporary teacher to join the Mathematics Department and to teach Mathematics throughout the school, if possible able to do a module of physical science.
Application forms to the Acting Headteacher at the school as soon as possible.

SUFFOLK
COUNTY COUNCIL
EAST BERGHOLT HIGH SCHOOL
11 to 16 mixed Comprehensive
(Roll 725)
East Bergholt, Colchester, Essex
Head Teacher, Mr. J. Crosby
Required January, 1980, or as soon as possible thereafter, TEACHER, Scale 1, for MATHEMATICS.
Apply by letter in first instance giving curriculum vitae and the names and addresses of two referees to the Head at the school, please enclose S.A.E.

WILTSHIRE
MATRAVERS SCHOOL
Westbury
11 to 16 Mixed Comprehensive, 1,050 on roll
Scale 1. Post.
Required for January 1980 a TEACHER of MATHEMATICS to share in the work of a large department. An interest in Computer Studies would be an advantage.
Application forms and further particulars (S.A.E.) may be obtained from the Headmaster, to whom they should be returned as soon as possible.

WIRRAL
(Metropolitan Borough of)
WEATHERHEAD HIGH SCHOOL
Mount Pleasant Road, Wallasey, Wirral, Merseyside.
(13 to 18 years, Comprehensive 810 Girls).
Required for January or April, 1980, a TEACHER of MATHEMATICS Scale 1. To "O" and C.S.E. levels. Knowledge of Computer studies an asset but not essential.
Possibility of a Scale 2 post for a suitably qualified candidate.
Apply in writing to the Headmistress giving details of experience and interests, other subjects offered, names of two referees and enclosing S.A.E.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1980:
ST. EDMUND'S R.C. COMPREHENSIVE SCHOOL
MATHEMATICS
Scale 1
The school is accommodated in new buildings (1977) offering excellent facilities, situated on an attractive site on the south west of the borough.
Application forms should be obtained from the school and returned to Rev. L. J. Kelly, St. Anthony's Presbytery, Bee Lane, Fordhouses, Wolverhampton. (S.A.E. please).

Modern Languages

Heads of Department

BEXLEY
(London Borough of)
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel.: Erith 41371
Applications are invited from suitably qualified TEACHERS for the post of HEAD of MODERN LANGUAGES, Scale 3, at this large, mixed, all-ability school.
The post has become vacant as a result of the promotion of the present holder.
The school offers French and German and it is hoped that the successful candidate will be able to teach French to "A" level.
L.A.A. £327. Assistance with removal expenses, legal fees and disturbance allowance may be considered.
Requests for application forms (*enclosing S.A.E.*) should be sent to the Headmaster.

EALING
(London Borough of)
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford
Middlesex
Required for January, 1980, or as soon as possible:
HEAD of MODERN LANGUAGES, Scale 3.
Greenford is an eight-form entry 12 to 18 comprehensive school. French is taught throughout the school preparing pupils for C.S.E., "O" and "A" level examinations.
The second language is German. The successful candidate will be responsible for the organisation of the Department and the development of courses.
London Weighting £474.
Letters of application to the Headmistress, Miss C. J. A. Holt, B.A., including details of experience and including two referees, as soon as possible (S.A.E.).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent
Roll: 1,000
Required for January or Easter, 1980, a well-qualified and experienced TEACHER as HEAD of the MODERN LANGUAGES Department in this school, which is a Thames-side High School, in a pleasant residential area.
Salary Scale 3.
French is the first foreign language and German is taught from the third year.
Both languages are taken to CSE and "O" level. An interest in developing a European Studies Course would be an advantage.
The school is equipped with a language laboratory.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. SAE please.

Other Posts on Scale 2 and above

ESSEX
ST. JOHN'S COMPREHENSIVE SCHOOL
Group 12
(Roll 1,310)
Tower Road, Epping.
Telephone: Epping 73028
GERMAN TEACHER. Scale 2 plus
Urgently required for January. Permanent or Temporary. Scale appropriate to experience. Vacancy due to promotion.
Curriculum vitae and names of referees to Head Teacher (foolscap S.A.E. please).

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Uxbridge UB8 3RF
(Number on roll 943-179 in Sixth Form)
Required for April, 1980, a TEACHER of FRENCH and GERMAN at this pleasantly situated former grammar school which received its first all-ability intake in 1977.
A Scale 2 post is available for a suitably experienced candidate. All pupils study both subjects in their junior forms and "A", "O" and CSE level courses are well established.
There is a well equipped suite of modern language rooms.
It is hoped to appoint a teacher who will make a full contribution to the school's extra curricular activities.
Apply in writing to the Headmaster, giving brief career details and the names and addresses of two referees.
London Allowance payable.

SUFFOLK
COUNTY COUNCIL
COPLESTON HIGH SCHOOL
(11 to 16, mixed comprehensive, roll 1,842)
Copleston Road, Ipswich
Head Teacher: Miss M. J. Bocock
Required Easter, 1980, TEACHER, Scale 2, in CHARGE of SPANISH and to teach some French.
Further details and application forms are obtainable from the Head Teacher at the school, please enclose S.A.E.

Scale 1 Posts

BARNET
(London Borough)
FINCHLEY MANORHILL SCHOOL
Summers Lane, N.12
01-368 1783
Mixed Comprehensive. Roll 1,089
Sixth Form 163
Required January/April, 1980, TEACHER of FRENCH, Scale 1. Ability to offer German a recommendation.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply in writing to Headmaster giving names of two referees (S.A.E.).
HENDON SCHOOL
Golders Rise, Hendon N.W.4
01-202 9004
Mixed Comprehensive. Roll 1,082
Sixth Form 160
Required January, 1980, TEACHER of FRENCH throughout school to "A" level. Work could include "A" level literature and some commercial French. Scale 1.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply immediately to Headmaster offering curriculum vitae and quoting two referees (S.A.E.).
Director of Educational Services

BARNET
(London Borough of)
RAVENSCROFT SCHOOL
Barnet Lane, London, N.20
Tel No.: 01-445 9205
(Mixed Comprehensive: Roll: 870; Sixth Form 79)
Required January or Easter, 1980, TEACHER of FRENCH (Scale 1). Ability to help with German would be an advantage. Subjects offered to G.C.E. "O" and "A" level and applicants should indicate the levels they are able to teach.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply by letter to Headmaster, giving full details (S.A.E.).
Director of Educational Services

BERKSHIRE
ALFRED SUTTON BOYS' SCHOOL
Crescent Road, Reading RG1 5SR
(Number on roll 800)
TEACHER of FRENCH.
Scale 1.
Required January, 1980, to share the teaching of FRENCH up to G.C.E. "O" level. Some "A" level work in joint classes with Alfred Sutton Girls' School.
Applications by letter to Headmaster giving full details of qualifications and experience, also names and addresses of two referees. S.A.E. Closing date December 3.

SECONDARY
Modern Languages
continued

BERKSHIRE
LANGLEY GRAMMAR SCHOOL
Reddington Drive, Langley, Slough
(Number on roll 640)
TEACHER OF GERMAN
Scale 1.
Required for January, 1980, at this co-educational grammar school an Honours graduate to teach "O" and "A" level GERMAN.
An interest in teaching Physical Education would be welcome.
Further details from the Headmaster S.A.E. Closing date December 3.

BERKSHIRE
NEWLANDS SCHOOL
Farm Road, Maidenhead SL6 5JB
(Number on roll 1,150 Girls Comprehensive)
Required for January, 1980:
GRADUATE to teach GERMAN to "A" level and French in the Junior School. The appointment could be permanent or temporary for two terms. There is a possibility of a Scale 2 post for the candidate who could make a substantial contribution to careers work.
Initial applications by letter with full curriculum vitae and names of two referees to the Headmistress S.A.E.
Closing date December 4.

BROMLEY
(London Borough of)
THE WALSINGHAM SCHOOL
Chipperfield Road,
St. Paul's Cray, Orpington, Kent
Co-educational comprehensive
11-18, seven-form entry
Tel.: 01-300 1258
Required for January, 1980, a TEACHER of FRENCH. The ability to teach some German would be helpful. The Languages Department teaches both French and German to CSE "O" and "A" level. It has a suite of four well-equipped rooms.
Removal and other expenses payable in approved cases.
Letters of application should be addressed to the Headmaster of the school, enclosing curriculum vitae and giving the names and addresses of two referees.
Further details will then be sent.

CUMBRIA
CASTERTON SCHOOL
A Girls' Independent Boarding School, require for January, 1980, a GRADUATE to share the teaching of FRENCH throughout the school, including some "O" and "A" level work. A qualification in a second language would be an advantage but is not essential.
In the first instance, the appointment will be for two terms but there is the possibility of a permanent post for a suitably qualified applicant.
Please apply, with curriculum vitae and names of two referees, to The Headmaster, Casterton School, Kirkby Lonsdale, Carnforth LA6 2SG.

DURHAM
COUNTY COUNCIL
LANDSDOWNE COMPREHENSIVE SCHOOL
Unwburn
11 to 16 years. 761 on roll
FRENCH, Salary Scale 1. TEACHER required for January, 1980, or as soon as possible thereafter. Ability to teach some German an advantage.
SAE for application form and further details to Area Education Office, County Hall, Durham.
Closing date for receipt of applications November 30th, 1979.

EALING
(London Borough of)
EDUCATION SERVICE
ELTHORNE HIGH SCHOOL
Boston Road Site, Hanwell
W7 2AD
Required for January, 1980, TEACHER of FRENCH, Scale 1, ability to teach German an advantage.
London Weighting £474 plus Social Priority Allowance.
Applications from the Head at the school (SAE).

HARINGEY
(London Borough of)
HIGH CROSS SCHOOL
High Road, Tottenham, N17
Girls' Comprehensive School
A TEACHER of FRENCH, who also has the ability to take GERMAN to CSE level, is required from January for two terms.
Application should be made in the first instance by letter to the Headmistress, giving curriculum vitae and the names of two referees.
London Allowance (£474) payable.

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow
Middlesex
Tel. 428 4330
Required for January, 1980, TEACHER of FRENCH (with German if possible) to C.S.E./"O" level.
Temporary post during maternity leave of present holder.
Apply by letter to Headmaster (enclosing S.A.E.) with names of two referees.
Application forms from and to be returned to Headteacher by November 26.
Please enclose S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross, Herts.
All ability, Ages 11 to 18.
Number on role 670.
ASSISTANT TEACHER (scale 1), Full-time or part-time for FRENCH needed January 1980 to work with pupils aged 11 to 16 including "O" level and C.S.E. The subject is well established in the School.
Please apply by letter to the Headmaster, giving a curriculum vitae and the names, addresses and telephone numbers of two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
The Civic Centre, Lampton Road, Hounslow TW3 4DN
BRENTFORD SCHOOL FOR GIRLS
Clifden Road, Brentford, Middlesex TW8 0PG
Head Teacher, Mrs. M. Hardy, B.A.
(Group 11, Six Form Entry with 130 in Sixth Form)
Required for January, 1980, or as soon as possible, a TEACHER of GERMAN, Scale 1, with the possibility of a Scale 2 for a particularly well-qualified teacher.
The successful applicant would join a lively department with a good academic record and would have the opportunity to teach German to girls from the Third Year to Upper Sixth.
Ability to teach French would be an additional recommendation.
Brentford School for Girls is a six-form entry comprehensive school situated in a quiet area in Brentford and with good access to Central London.
London Allowance £327 payable.
Letters of application giving details of curriculum vitae and names of two referees should be returned to the Headmistress within seven days of the appearance of this advertisement.
A. Groves, Director of Education.

KINGSTON Upon Thames
(Royal Borough of)
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TU
(Telephone: 01-390 2657)
6 F.E., Co-educational, 11-18, non-selective. Strong academic Sixth Form with courses up to university entrance.
Required for April, 1980, TEACHER for FRENCH and GERMAN, able to teach French up to "A" level.
This is a progressive, hard-working department, reacting positively to the challenge of teaching two foreign languages. Scale 2 allowance available for a suitably qualified and experienced candidate.
London Allowance £327.
Assistance may be provided with removal expenses.
Application forms and further details, from the Headmaster at the school to be returned to him as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
RAWTHORPE SECONDARY SCHOOL
(Ref. 797)
Nether Hall Avenue, Huddersfield HD5 9PG
Required for January, 1980, TEACHER, Scale 1, for MODERN LANGUAGES. Both French and German are taught as parallel main languages and the successful applicant must be able to offer both these languages, preferably to "O" level standard. The department is very well equipped and modern teaching methods are used.
Letters of application should be sent to the Head at the school from whom further details may be obtained.

NEWHAM
(London Borough of)
LANGDON SCHOOL
Sussex Road, London E6 2PS
(Telephone: 01-471 2411)
Acting Head Teacher, Miss J. Kelly
(Roll 1,500 Co-ed.)
Required for January, 1980:
TEACHER of FRENCH (Scale 1) to join a team of experienced teachers.
Applications welcome from teachers with French as a main or a subsidiary subject.
London Allowance £474.
Further details and application *forms may be obtained from the* school to whom they should be returned as soon as possible.
Director of Education, Education Offices, Broadway, Stratford, London E15 4HH.

NORTH YORKSHIRE
COUNTY COUNCIL
THE GRAHAM SCHOOL
Scarborough
Required from January or Easter, 1980:
TEACHER of FRENCH (Scale 1) to teach throughout the age and ability range of this mixed Comprehensive School of 1,250 pupils (11-16). An ability to offer some German or Russian would be an added recommendation.
Further details and application form available from the Head Teacher (S.A.E.), The Graham School, Woodlands Drive, Scarborough, to whom completed forms should be returned as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
GEDLING SCHOOL
Wollaton Avenue, Gedling, Nottingham NG4 4HX
Headmaster: W. B. Brigham, B.Sc.
Mixed: 1,127 (11-18)
For January or Easter, TEACHER (Scale 1) of FRENCH.
The ability to offer English or Drama in addition is an asset.
Application (no forms) to the Headmaster, with names of two referees from whom further details are available.

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Thame, Oxfordshire
(Scale 1)
Required for January, 1980, a TEACHER of FRENCH, throughout this mixed 11-19 comprehensive school of 2,100 pupils (290 in the Sixth Form) for the Spring and Summer terms only. The school is of ancient foundation set in a country town within easy reach of Oxford and the Chilterns.
Applications by letter, naming two referees as soon as possible to the Principal, Lord Williams's School, Oxford Road, Thame, Oxon.

OXFORDSHIRE
COUNTY COUNCIL
BICESTER SCHOOL,
Queens Avenue, Bicester,
OX6 8NS
Required for January, 1980, if possible, an Honours Graduate to teach French to "O" and "A" levels. The ability to take a CSE/"O" level English group would be an advantage.
Apply by letter enclosing a SAE to the Head Teacher, giving the names, addresses and telephone numbers of two referees. Closing date 14 days after the appearance of this advertisement.

RICHMOND UPON THAMES
(London Borough of)
SHENE SCHOOL
(11 to 16 mixed Comprehensive)
Park Avenue, East Sheen
SW14 8RG
FRENCH
Required for January, 1980, a TEACHER of FRENCH, the ability to offer a second subject or interest in assisting with the teaching of Remedial English is essential.
Shene is an 11 to 16 mixed comprehensive school in pleasant grounds close to Richmond Park.
Application forms available from and returnable to: The Head Teacher at the school.

SANDWELL
(Metropolitan Borough of)
WILLINGSWORTH HIGH SCHOOL
(11 to 16 Comprehensive)
Required for April, 1980:
FRENCH
(Scale 1 plus S.P.A.)
C.S.E. and "O" level work available for suitably qualified and experienced applicant.
Ability to offer German an advantage.
Application forms available from and returnable to: Head Teacher, Bilston Road, Gospel Oak, Tipton, West Midlands.
Closing date 27th November, 1979.

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
(11 to 18 mixed comprehensive, roll 1,943)
Sidegate Lane, Ipswich IP4 3DL
Headmaster: D. W. Ockelton, M.A., B.Sc.(Econ.)
Required January 1980 or as soon as possible thereafter, TEACHER for FRENCH with subsidiary Italian if possible. Appointment could be permanent or temporary for two terms in first instance. Applicants seeking temporary fulltime or part-time work welcomed.
Apply by letter in first instance giving curriculum vitae and the names and addresses of two referees, to the Head, enclosing a stamped addressed envelope.

Music

Heads of Department

EALING
(London Borough of)
EDUCATION SERVICE
CARDINAL WISEMAN R.C. HIGH SCHOOL
Greenford Road, Greenford, Middlesex UB6 9AW
Required for Easter, 1980, or as soon as possible HEAD of MUSIC DEPARTMENT, Scale 3, for this 12-18 years mixed Roman Catholic Comprehensive School.
The school has 1,030 on roll with 138 in the Sixth Form.
The subject has been developed to a high degree with full and varied participation across the age range. Courses offered include CSE and "O" and "A" levels.
London Allowance £474 payable.
Initial letters of application to be sent as soon as possible to the Headmaster (stamped addressed envelope).

SANDWELL
(Metropolitan Borough of)
BRISTNALL HALL HIGH SCHOOL
(11-16 Comprehensive)
Required for April, 1980:—
HEAD OF MUSIC
Scale 2/3
To continue and develop music tuition throughout school. Brass particularly strong and extra-curricular involvement expected.
Application forms available from and returnable to Head Teacher, Bristnall Hall Lane, Oldbury, Warley, West Midlands.
Closing date 27th November, 1979.

SANDWELL
(Metropolitan Borough of)
CHURCHFIELDS HIGH SCHOOL
(11 to 18 Comprehensive)
Required for April, 1980:
HEAD OF MUSIC
(Scale 3)
Department of three full-time TEACHERS, supported by peripatetic team of instrumental tutors.
Some examination work to "O" and "A" levels and variety of school music activities.
Applications invited from graduate diploma or licentiate practising musicians with teaching certificate and secondary school experience.
Application forms and further details available from, and returnable to Head Teacher, Church Vale, West Bromwich, West Midlands.
Closing date, 27th November, 1979.

Other Posts on Scale 2 and above

NORTH YORKSHIRE
COUNTY COUNCIL
THE GRAHAM SCHOOL
Scarborough
Required from January or Easter, 1980:
TEACHER of MUSIC (Scale 2) to work mainly in the Lower school of this Mixed Comprehensive of 1,250 pupils (11-16).
Further details and application form available from the Head Teacher (S.A.E.), The Graham School, Woodlands Drive, Scarborough, to whom completed forms should be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable.
Headmistress: Miss C. M. Scott, B.A.
MUSIC
Qualified TEACHER, Scale 1, required for January, 1980, or as soon as possible to assist in the teaching of MUSIC to "A" level in this Upper School with its long-established tradition of music of an exceptionally high standard.
The school is also the centre for the area Saturday Music School.
Orchestras, Bands, Choirs, Chambergroups, etc., and an Early Music Consort.
Annual Opera production. Competent pianist preferred.
Music plays a large and important part in the life of the school, and the teacher appointed will be expected to take a full part in the department's activities.
Further details and application form obtainable from and returnable to the Headmistress. (Stamped addressed envelope, please.)

CHESHIRE
EDUCATION COMMITTEE
SUTTON COUNTY COMPREHENSIVE SCHOOL
Woodchurch Lane
Ellesmere Port, South Wirral
L66 3NG
(On roll 1,450)
Group 13, 11 to 18 Mixed Comprehensive
Head Teacher:
Miss M. F. Clarke
Required as soon as possible:
ASSISTANT MUSIC, SCALE 1
A Scale 2 payment available for suitably qualified and experienced applicant
Further details and application forms may be obtained from the Head Teacher, Miss M. F. Clarke, to whom they should be returned as soon as possible. Closing date 30th November, 1979.

KENT
COUNTY COUNCIL
EDUCATIONAL DEPARTMENT
GILLINGHAM DIVISION
THE HOWARD SCHOOL
Gillingham
(A Grammar-Modern School of 1,830 boys aged 11 to 19 with a Sixth Form of 240)
Required from 1st January someone to teach MUSIC throughout the School in a large and excellently equipped Department.
The post is a permanent one, but applications for a temporary appointment would also be welcomed.
An interest in brass or woodwind would be an advantage.
Apply by letter direct to the Headmaster, quoting the names of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
INSTRUMENTAL TEACHERS
Required for January, two peripatetic BRASS TEACHERS to teach the full range of Brass instruments. These vacancies exist in the South Team of the Nottinghamshire Instrumental Teaching Service and Scale 2 posts are available for suitably qualified and experienced applicants.
Application forms and further details (S.A.E.) from the Director of Education (Sch.18), County Hall, West Bridgford, Nottingham, NG2 7QP.
Closing date: 30th November, 1979.

SANDWELL
(Metropolitan Borough of)
PERIPATETIC STRING TEAM
Required for January, 1980:
PERIPATETIC VIOLIN TEACHER
(Scale 1/2)
Person appointed will be part of team of teachers working within Authority's scheme for instrumental instruction under supervision of Music Adviser.
Mileage allowance payable.
Application forms available from and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RO.
Closing date, 27th November, 1979.

WARWICKSHIRE
RUGBY HIGH SCHOOL FOR GIRLS
Longrood Road, Rugby
(644 on roll)
Required January, TEMPORARY TEACHER for MUSIC to "O" and "A" level U.C.E.
Post of responsibility for suitable applicant.
Apply to the Head at the School (Tel.: 810018).

Pastoral

Heads of Department

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow, Middlesex
Tel. No.: 01-864 7688
The school seeks an experienced TEACHER to take over a YEAR GROUP of about 270 pupils. The Head of Year is responsible for all day-to-day matters and the Headmaster delegates considerable responsibility. The applicant must have had practical experience in pastoral work and counselling. He/she must be a good organiser as well as being able to deal with pupils, parents and various outside agencies. A Scale 3 salary is payable. Candidates should state both their main teaching subject and also a secondary subject which they are prepared to teach.
Application forms from and to be returned to the Headmaster by 30th November, 1979. Please enclose stamped addressed envelope.

SANDWELL
(Metropolitan Borough of)
STUART BATHURST R.C. HIGH SCHOOL
(11-18 Comprehensive)
Required for April, 1980
HEAD OF HOUSE
Scale 3
Committed Roman Catholic to act as second in R.E. Department.
Application forms and further details available from and returnable to Clerk to Governors, Wood Green Road, Wednesbury, West Midlands.
Closing date 27th November, 1979.

Other Posts on Scale 2 and above

EALING
(London Borough of)
EDUCATION SERVICE
CARDINAL WISEMAN R.C. HIGH SCHOOL
Greenford Road, Greenford, Middlesex UB6 9AW
(Re-advertisement)
Required Easter, 1980, or as soon as possible, a SECOND MASTER/MISTRESS for this Group XI 12 to 18 years mixed Roman Catholic Comprehensive School.
The school has 1,030 on roll with 138 in the Sixth Form. The vacancy occurs due to the promotion of the previous incumbent to Deputy Head.
The Governors of the school are looking for a well-qualified, experienced teacher who is a practising Catholic.
Applicants should offer a selection of experience ranging from the curriculum, timetabling, Pastoral Care and administrative duties. In addition, the successful candidate will assume responsibility for girls' welfare throughout the school.
London Allowance £474 payable.
Initial letters of application to be sent as soon as possible to the Headmaster of the school. Letters to include full curriculum vitae and the names and addresses of three referees, one of whom should be the applicant's parish priest (S.A.E.).

Physical Education

Heads of Department

BARKING
(London Borough of)
PARSLOES MANOR COMPREHENSIVE SCHOOL
(Roll: 1,343)
Parsloes Avenue, Dagenham
Essex
Required for January or Easter 1980
PHYSICAL EDUCATION—An enthusiastic TEACHER to lead a young, committed Department as Head of Girls' Physical Education. Physical Education is an integral part of the core curriculum throughout the School and many extra-curricular activities are offered. The School has its own playing fields and Poly-Gym. Scale 3 plus Social Priority Schools Allowance.
Informal inquiries welcome (01-592 2914).
London Addition £474 p.a. Reimbursement of removal expenses in approved cases.
Application forms available from the Headteacher, returnable by November 30 1979.

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Thame, Oxfordshire
Scale 4
HEAD OF PHYSICAL EDUCATION AND GAMES
(2,100 on roll, 290 in Sixth Form)
Applications are invited from suitably qualified and experienced teacher for the above post from Easter or September, 1980, to co-ordinate the curriculum and activities of a very successful department of eleven staff at this 11-19 mixed comprehensive school. An ability to coach Rugby and other major team games a particular advantage; an interest in gymnastics helpful. A major Sports Hall complex is planned for 1981. Extensive playing fields adjoin the school; fixture lists are very strong.
Further details and application forms (S.A.E. please) obtained from The Principal, Lord Williams's *School, Oxford Road, Thame, Oxon.* OX9 2AQ. Completed applications should be returned within ten days from the appearance of the advertisement. Previous applicants will be re-considered.

Other Posts on Scale 2 and above

SANDWELL
(Metropolitan Borough of)
STUART BATHURST R.C. HIGH SCHOOL
(11-18 Comprehensive)
Required for April, 1980:—
BOYS' PHYSICAL EDUCATION
Scale 2
Application forms and further details available from and returnable to Clerk to Governors, Wood Green Road, Wednesbury, West Midlands.
Closing date 27 November, 1979.

Scale 1 Posts

BARNET
(London Borough)
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Hertfordshire
Tel.: 01-449 2984
6 form Comprehensive from 5 form Grammar
Roll: 750. Sixth Form: 130
Required January 1980, PHYSICAL EDUCATION SPECIALIST to join flourishing department. Excellent facilities. Scale 1.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Application forms and further details from Headmistress (S.A.E.).
Director of Educational Services.

BERKSHIRE
MEADWAY SCHOOL
The Meadway, Tilehurst
Reading RG3 4NN
Number on roll 1,000
BOYS' PHYSICAL EDUCATION TEACHER
Scale 1
Required for January or Easter. Special interest in one or more of the following would be an advantage: Gymnastics, Soccer, Rugby, or Canoeing. Excellent facilities. (Sports Centre on site.)
Please apply to Headmaster: s.a.e for application form.
Closing date December 3.

BERKSHIRE
KENDRICK (GRAMMAR) SCHOOL
London Road, Reading RG1 5BN
(Number on roll 570)
PHYSICAL EDUCATION TEACHER
(Scale 1)
Required January, 1980. The post could be either temporary for two terms, or permanent for suitably qualified applicant. Special interest in dance and netball needed.
Forms and further particulars from Headmistress (S.A.E.).
Closing date December 3.

BROMLEY
KENT
PHYSICAL EDUCATION SPECIALIST required at Bromley High School—see under Independent.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon
TEACHER of GIRLS' P.E. required for January to share work of thriving department throughout the school. Two term appointment in first instance. Full or part time applications considered.
This 11 to 18 voluntary controlled mixed comprehensive school takes children from Huntingdon and its neighbourhood. 1,850 pupils with 310 in the Sixth. Outstanding setting includes Hinchingbrooke House and new buildings.
Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

DERBYSHIRE
MICKLEOVER SCHOOL
Murray Road, Mickleover, Derby DE3 5LD
Qualified TEACHER of BOYS' PHYSICAL EDUCATION required on 1st January, 1980, or as soon as possible thereafter.
Scale 1 (Scale 2 for an experienced teacher may be possible).
Good staff support is given willingly. Excellent facilities.
Rugby and Soccer offered plus all other games. Good pupil involvement.
Apply by letter and curriculum vitae to the Headmaster of the school.

DORSET
GILLINGHAM SCHOOL
Gillingham
(Comprehensive: 950 girls and boys)
TEACHER for BOYS' PHYSICAL EDUCATION from January. Excellent facilities. Minor contribution in a second subject, preferably History desirable. Temporary appointment considered.
Apply (no form) with names of three referees, to Headmaster.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Barnhill Lane, Hayes UB4 9HD
(Number on roll 908: 65 in Sixth Form)
Required for January, 1980, a TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1).
There are good on site playing fields, two gymnasia and tennis courts.
Application forms from and returnable to the Headmaster at the school.
London Allowance payable.

KIRKLEES
METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL
(Ref. 798)
Station Road, Honley, Huddersfield HD7 2QJ
(Comprehensive 11 to 18; 1,... Boys and Girls)
Required from January, 1980, for two terms, a temporary TEACHER, Scale 1, for GIRLS' PHYSICAL EDUCATION. Facilities include Sports Hall and new gymnasium. The successful applicant will also be expected to assist with an additional subject.
Letters of application, giving curriculum vitae and names and addresses of two referees, to the Headmaster at the school as soon as possible.

LINCOLNSHIRE
SPALDING HIGH SCHOOL FOR GIRLS
Roll 640
For January, TEACHER for PHYSICAL EDUCATION throughout School. Sixth form of 135.
Forms and details from the Headmistress at the School, Stonegate, Spalding, Lincolnshire PE11 2PJ, to whom applications should be returned by 26th November, 1979.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, London E13 8...
(Tel.: 01-474 0121)
Head Teacher: Mr. F. Jones
Roll: 955
Required as soon as possible:
A TEACHER for BOYS' PHYSICAL EDUCATION who would be prepared to teach some Lower school Mathematics. Scale 1.
London Allowance £474.
Social Priority Allowance £20... £276.
Application forms may be obtained from the Head Teacher to whom they should be returned by 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
(Tel.: 01-474 0535)
Head Teacher: Mr. D. Williams
Roll: 1,610
Required for January, 1980:
TEACHER of BOYS' PHYSICAL EDUCATION (Scale 1).
There is a well-equipped gymnasium and playing fields adjoin the school.
London Allowance £474.
Application forms may be obtained from the Head Teacher to whom they should be returned by 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Thame, Oxfordshire
Scale 1
Required for January 1980, a TEACHER of BOYS' P.E. and GAMES at this 11-19 mixed comprehensive school of 2,100 pupils (290 in Sixth Form) for one or two terms only pending the appointment of a new Head of Department.
This is a very successful department in a school situated near the Chilterns and Oxford.
Further details (S.A.E. please) can be obtained from The Principal, Lord Williams's School, Oxford Road, Thame, Oxon OX9 2AQ.
Completed applications should be returned within four days from the appearance of this advertisement.

SANDWELL
(Metropolitan Borough of)
BRISTNALL HALL HIGH SCHOOL
(11-16 Comprehensive)
Required for January, 1980
GIRLS' PHYSICAL EDUCATION
Scale 1
Letters of application giving full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Bristnall Hall Lane, Oldbury, Warley, West Midlands.

SHEFFIELD
(City of)
EDUCATION DEPARTMENT
BEAVER HILL SCHOOL,
Handsworth Grange Road,
Sheffield S13 9HJ
Required for January, 1980, or as soon as possible thereafter, a TEACHER of PHYSICAL EDUCATION, Scale 1, with particular interest and expertise in boys' P.E.
Applications should be sent to the Head teacher at the school as soon as possible.
NOTRE DAME SCHOOL
Fulwood Road, Sheffield S10 3BT
(11 to 18 secondary, 800 pupils, 180 in VI Form).
Required from 1st February to 31st August, 1980, a temporary TEACHER for GIRLS' PHYSICAL EDUCATION, to work mainly in the lower school: Scale 1.
Apply by letter, naming two referees, to the Headmistress at the school as soon as possible.

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
(11 to 18 Mixed Comprehensive)
Roll 1,943
Sidegate Lane, Ipswich IP4 3DL
Headmaster: D. W. Ockelton, M.A., B.Sc.(Econ)
Required January, 1980, for two terms of a member of staff taking [illegible] leave, TEACHER, Scale 1, GIRLS' PHYSICAL EDUCATION. Applicants seeking part-time work welcomed.
Apply by letter in first instance giving curriculum vitae and names and addresses of two referees, to the Head, enclosing stamped addressed envelope.

SECONDARY
continued

Religious Education

Heads of Department

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
Telephone: 01-474 0035
Head Teacher: Mr. D. R. A. Williams. Roll: 1,515.
Required for January, 1980, or as soon as possible thereafter:
Head of RELIGIOUS EDUCATION DEPARTMENT. Scale 3.
This is a demanding appointment requiring superior teaching standards as well as qualities of leadership and administration.
London Allowance £474.
Application forms may be obtained from the undersigned and should be returned by the 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

SANDWELL
Metropolitan Borough of
STUART BATHURST R.C. HIGH SCHOOL
(11 to 18 Comprehensive)
Required for April 1980:
HEAD OF HOUSE. Scale 3
Committed Roman Catholic to act as second in R.E. Department.
Application forms and further details available from and returnable to Clerk to Governors, Wood Green Road, Wednesbury, West Midlands. Closing date 27th November, 1979.

Other Posts on Scale 2 and above

BEDFORDSHIRE
NORTHERN AREA
SANDY UPPER SCHOOL
Engayne Avenue, Sandy, Beds.
RELIGIOUS EDUCATION
Scale 2
Required for April, 1980, or earlier if possible a TEACHER to specialize in RELIGIOUS EDUCATION (Scale 2 post for suitably experienced and qualified candidate). A willingness to contribute to the broader field of social education with Fourth, Fifth and Sixth Forms a distinct advantage.
Apply by letter direct to the Headmaster in the first instance giving names of referees and full curriculum vitae.

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
(11 to 18 mixed Comprehensive)
Roll: 1,942.
Required January, 1980, or as soon as possible thereafter, TEACHER for RELIGIOUS STUDIES
For further reference see under Secondary Religious Studies Scale 1.

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable
Headmistress, Miss C. M. Scott, B.A.
RELIGIOUS STUDIES
Required for January, or as soon as possible, TEACHER of RELIGIOUS STUDIES (Scale 1) to teach the subject across the full ability range including C.S.E., "O" and "A" level work. Interest in teaching Guidance courses an advantage.
Further details and application form obtainable from and returnable to the Headmistress (S.A.E. please).

BROMLEY
(London Borough of)
HAYES SCHOOL
West Common Road,
Hayes, Bromley, Kent
(Six-form entry co-educational 11-19 years)
Required for January, 1980, GRADUATE TEACHER for RELIGIOUS EDUCATION to O and A level.
Scale 1 plus £337 London Weighting.
It is hoped to recruit an able and enthusiastic teacher who would be interested in examination work and enjoy working in a disciplined and responsive environment.
The school has a large sixth form of 250 students and easily fills all ability levels of a balanced intake drawn from an attractive neighbourhood.
Removal and other expenses payable in approved cases.
Application forms and further particulars may be obtained from Dr J. S. Leeming, to whom completed forms should be returned as soon as possible. (Tel.: 01-462 9767.)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone
(850 Mixed, 11-16) High School with comprehensive intake about a quarter of which leaves after two years for an Upper School. Modern buildings in Oakwood Park.
Required January, 1980, or before if possible a specialist TEACHER of RELIGIOUS EDUCATION, C.S.E. and G.C.E. "O" level courses established. A temporary appointment for two terms or less could be considered.
Applications, giving curriculum vitae and the names/addresses of two referees to the Headmaster from whom further details are available on receipt of a S.A.E.

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with s.a.e. to Head of School.

Golden Hillock School, Golden Hillock Road B11 2QG
Required January: Scale 2/3 Teacher of Computer Studies, if possible to continue successful examination up to and including 'A' level and chip-indoctrinate whole school.

Hansdworth Wood Boys' School Church Lane B20 2HH
Required Easter: Scale 3 HEAD OF MUSIC. Courses established to C.S.E. and 'O' level with some 'A' level.

Primrose Hill School, Kings Norton B38 9DE
Required January or April: HEAD OF SCIENCE, Scale 4, to lead a large Department. Combined Science, Physics, Chemistry, Biology and Human Biology courses. 'A' level work well established.

Selly Oak School, Oak Tree Lane B29 6HZ
Required as soon as possible: Scale 2 teacher of PHYSICS. Courses organised to C.S.E. 'O' and 'A' level. Scale 3 available for suitable applicant.

Sheldon Heath School, Sheldon Heath Road B26 2RZ
1,750 boys and girls 11-18
Required January, or as soon as possible: HEAD OF CHEMISTRY (Scale 3). Courses to C.S.E., 'O' and 'A' levels well established. Further details from Headmaster.

Washwood Heath School, Burney Lane Stechford B8 2AS
Well-established, purpose-built, situated by Outer Ring road on north-eastern side of City.
Required January: TECHNICAL STUDIES, Scale 2 permanent post. Eight specialist craft rooms and examination courses in Auto, Metalwork, Woodwork and Technical Drawing.

Kings Norton Girls' School, Selly Oak Road B30 1HW Tel: 021-458 1305
Required January: Teacher of ART to 'O'/C.S.E/'A' level. Bias towards Textile Design an advantage.

Northfield School, Kelby Close B31 1RR
Required January: GERMAN Teacher, examination work available.

Shenley Court School, Shenley Lane B29 4HE. Tel: 021-475 5191/5
(1,740 on roll, including 120 in Sixth Form)
Required January: Assistant Teachers in (a) HOME ECONOMICS. Four fully equipped specialist rooms. Courses to C.S.E., G.C.E., 'O' and 'A' level well established
(b) SCIENCE and MATHEMATICS. Examination work available for suitably qualified and experienced applicant in either subject. (N.B., Combined/Integrated Science taught in Lower School.)

Turves Green Girls' School, Northfield B31 4BP
Required January:
(a) ENGLISH specialist to teach all abilities and examination work up to and including 'A' level. Please state second subject. Post suitable for new or experienced candidate.
(b) SCIENCE—to teach Biological Science up to and including 'O' level.
(c) GENERAL SCIENCE Teacher.

Warren Farm School, Dulwich Road B44 0EW
S.P.S. Allowance.
Teacher of FRENCH to C.S.E. and 'O' level. Subject part of large Consortium Course with another school.

Washwood Heath School, Burney Lane B8 2AS
Required January: SCIENCE/BIOLOGY. To join department of 12 with 10 laboratories.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible together with the names of two referees and s.a.e.

Bartley Green School, Adams Hill B32 3QJ
Required January: Teacher of LOWER SCHOOL GENERAL SUBJECTS, preferably R.E. and MATHEMATICS. Applications from Junior-Secondary trained teachers welcome.

The Broadway School, The Broadway Perry Barr B20 3DP
Required January or Summer Term: Teacher to take overall responsibility for NEEDLECRAFT in large, well-organised Home Economics Department. Interest in cottage or embroidery in addition to basic needlework would be advantage. Examination work available at C.S.E., 'O' and 'A' level for suitable candidate.

Cookshut Hill School, Yardley B26 2HX
Required January; Teachers of:
(a) BIOLOGY.
(b) GEOGRAPHY.
Both subjects taught to all levels.

Holte School, Wheeler Street B19 2EP
(a) Required for Spring Term: Teacher of ENGLISH with special interest in REMEDIAL EDUCATION.
(b) Required as soon as possible: Teacher of TECHNICAL DRAWING.
Further details from Headmaster.

Kings Heath Boys' School, Hollybank Road B13 0RJ
Required January: P.E. Specialist.

VOLUNTARY SECONDARY SCHOOLS
SCALE 1 POSTS

Archbishop Masterson R.C. School Willetts Road B31 4BH
Required January:
(a) Teacher for PHYSICS/CHEMISTRY. 'A' level work available.
(b) Temporary two-term appointment: ENGLISH Specialist required to teach 'O' level and C.S.E. Committed Catholic preferred, able to offer some R.E.

Archbishop Ilsley R.C. School, Victoria Road B27 7XY
Required January:
(a) Teacher for mainly CHEMISTRY to 'O' and 'A' level.
(b) Teacher for Boys' P.E. Excellent facilities available.

St. Chad's R.C. School, Brearley Street B19 3NR
Required January: Teachers for:
(a) SCIENCE. C.S.E. PHYSICS AND GENERAL SCIENCE throughout school.
(b) BOYS' P.E. AND GAMES.
These are temporary posts until 31.8.81 when school closes.

St. Edmund Campion School, Sutton Road Erdington, Birmingham B23 5XA
Required for January, 1980, or as soon as possible thereafter, TEACHER OF PHYSICS AND/OR CHEMISTRY (Scale 1). Examination work available. Application forms and further details from Correspondent Governor at the school (S.A.E.).

St. Paul's R.C. Girls' School, Vernon Road B16 9SL
Required January: Teacher for HOME ECONOMICS throughout school with examination groups for 'O' level and C.S.E. Needlework with one group. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

NEWHAM
(London Borough of)
PLASHET SCHOOL
Plashet Grove, London E6 1DG
Head Teacher Miss E. Cruttenden.
Roll: 1,286 (all girls).
Required for January, 1980, or as soon as possible thereafter: TEACHER of RELIGIOUS EDUCATION (Scale 1).
A Scale 2 post is available for an applicant who is suitably experienced and qualified.
London Allowance £474.
Further details and application forms may be obtained from the Head Teacher (Tel: 01-471 2418) to whom they should be returned by 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
(11 to 18 mixed Comprehensive, Roll 1,942)
Sidegate Lane, Ipswich IP4 3DL
Headmaster: D. W. Ockelton M.A., B.Sc.(Econ)
Required January, 1980, or as soon as possible thereafter, TEACHER for RELIGIOUS STUDIES Possibility of Scale 2 for experienced graduate able to teach to "A" level.
Apply by letter in first instance giving curriculum vitae and the names and addresses of two referees, to the Head, enclosing a stamped addressed envelope.

Rural Studies

Heads of Department

NORTH YORKSHIRE
COUNTY COUNCIL
NORTON SCHOOL
HEAD of RURAL SCIENCE DEPARTMENT (Scale 2) required at Easter at this five-form entry rural comprehensive school for boys and girls aged 11 to 16 years housed in modern purpose-built accommodation, including good rural science facilities, between York and Scarborough.
Further details from (stamped addressed envelope) the Headmaster, Norton School, Langton Road, Norton, Malton, North Yorkshire YO17 9PT, to whom application should be returned within three weeks of this advertisement.

Other Posts on Scale 2 and above

ESSEX
ST. JOHN'S COMPREHENSIVE SCHOOL
Group 12
(Roll: 1,310)
Tower Road, Epping
Telephone Epping 73028
CHEMISTRY TEACHER, Scale 2 plus.
Urgently required for January. Permanent or Temporary. Scale appropriate to experience. Vacancy due to promotion.
Curriculum vitae and names of referees to Headteacher (foolscap S.A.E., please).

Science

Heads of Department

BERKSHIRE
TURNPIKE COMPREHENSIVE SCHOOL
Avon Way, Newbury
Number on Roll 1,760 (Mixed)
HEAD of CHEMISTRY
Scale 3
Required from January/Easter in this developing and expanding comprehensive school. Good laboratories and general facilities. Work up to C.S.E. and "O" level plus some Junior Science. Permanent post, but temporary one considered.
Further details and application form from Headmaster (S.A.E.). Closing date: December 5, 1979.

HARINGEY
(Borough of)
THE WILLIAM FORSTER SCHOOL
Langham Road N15 3RB
Comprehensive Mixed (11 to 18)
School, 1,220 on roll
Required for January, 1980, or as soon after as possible:—
HEAD of SCIENCE, Scale 4.
A well-qualified TEACHER is required to lead a SCIENCE DEPARTMENT of eight teachers. Science is taught to all pupils throughout the first five years and is a popular choice in the Sixth Form.
The vacancy is due to the promotion of the present holder to a Deputy Headship.
London Allowance (£474) payable.
Removal expenses—100 per cent allowed in approved cases.
Forms of application (s.a.e.) and further details available from the undersigned, to be returned to the Head of the School not later than Friday, 30th November.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

SANDWELL
(Metropolitan Borough of)
BRISTNALL HALL HIGH SCHOOL
(11-16 Comprehensive)
Required for April, 1980:—
DIRECTOR OF SCIENCE FACULTY
Scale 4
To lead hardworking and enthusiastic science team which offers traditional sciences to "O" level after initial two-year combined course. Senior Teacher post considered for person able to undertake Director of Studies functions.
Application forms available from, and returnable to Head Teacher, Bristnall Hall Lane, Oldbury, Warley, West Midlands.
Closing date 27 November, 1979.

Other Posts on Scale 2 and above

BEDFORDSHIRE
SOUTHERN AREA
MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington
Headmaster:
Mr. L. P. Banfield, J.P., M.A.
INTEGRATED SCIENCE
Scale 2
Required for January if possible, or Easter, TEACHER of INTEGRATED SCIENCE (S.C.I.S.P. and Nuffield Secondary Science) for the 13 to 16 age range. Scale 2 post available for a well-qualified and [illegible]

experienced applicant. Science is an integral part of the core curriculum taken by all pupils. It is taught in a self-contained block in purpose-designed buildings with excellent facilities.
Manshead is a 13 to 18 mixed comprehensive Upper School with a well-established Sixth Form.
Further details and application forms obtainable from and returnable to the Headmaster (s.a.e., please).

CROYDON
(London Borough of)
MONKS HILL HIGH SCHOOL
Farnborough Avenue
South Croydon CR2 8HD
Telephone: 01-657 8935/6
Tenable: April 21st, 1980
A suitably qualified TEACHER is required to assume the position of SECOND in CHARGE of SCIENCE. Applicants should be capable of teaching Physics to G.C.E. "O" level. Children follow a Combined Science Course for the first two years. In their third year they are taught the three separate Sciences, Biology, Chemistry and Physics. This large and flourishing department has six well-equipped laboratories and the assistance of two technicians. This is a purpose-built comprehensive school opened in 1970 for 1,200 boys and girls.
Salary: Burnham Scale 3 with London Area Allowance. Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

HARINGEY
(London Borough of)
HIGH CROSS SCHOOL
High Road, Tottenham N17
(Girls' Comprehensive School)
BIOLOGIST (or Biochemist) (preferably graduate) required for January to take responsibility within the Science Department for the integrated Science in the first two years and to share other classes up to advanced level.
London Allowance (£474) payable.
Removal expenses (100 per cent allowed in approved cases).
The Integrated Science Course is already established but a Team Leader is required to develop it and keep it under review.
This is a Scale 2 post for which applications in the first instance should be made by letter to the Headmistress giving curriculum vitae and names of two referees.

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex
Telephone: 01-428 4330
Required for January 1980: a TEACHER for the Science Department to take PHYSICS to C.S.E. and "O" levels.
Integrated Science is taught in the Lower School. Seven well-equipped laboratories and technician help available.
Apply by letter to Headmaster (enclosing S.A.E.) with names of two referees.
Application forms from (and to be returned by 26th November) Head Teacher. Please enclose stamped addressed envelope.

HERTFORDSHIRE
HATFIELD SCHOOL
Travellers Lane, Hatfield, Herts.
Headmaster: Michael Slaney, M.A.
(850 Boys and Girls Group 11; Sixth Form of 120)
PHYSICS TEACHER Scale 2, wanted for January if possible, to teach in small, efficient and happy department. Knowledge of electronics and technology could be an advantage. Possibility of promotion for suitable candidate.
Apply in writing to the Headmaster giving the names and addresses of two referees.

HILLINGDON
(London Borough of)
VYNERS SCHOOL
Warren Road, Ickenham,
Uxbridge UB10 8AB
(Number on roll 941: 192 in Sixth Form)
Required January, 1980, or as soon as possible after, well qualified MASTER or MISTRESS for a Scale 2 post to teach PHYSICS (Nuffield Syllabus) throughout the school to G.C.E. "O" and "A" level.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance payable.

NEWCASTLE-upon-Tyne
(City of)
EDUCATION COMMITTEE
SLATYFORD SCHOOL
TEACHER IN CHARGE OF LOWER SCHOOL SCIENCE
(Scale 2 post)
Re-advertisement
Required for Easter, 1980, a suitably qualified TEACHER preferably a Biologist capable of teaching either or both CHEMISTRY and PHYSICS to "O" level for appointment to a Scale 2 post at this county Co-educational Comprehensive School.
A Social Priority Allowance is payable £201 to £276 p.a.
Application forms and further particulars obtainable from and returnable to the Head Teacher, Slatyford School, Pooley Road, Newcastle-upon-Tyne NE5 2TS, by November 30, 1979.
WALBOTTLE HIGH SCHOOL
TEACHER of SCIENCE
(Scale 1 post)
Required for January, 1980, or as soon as possible thereafter a suitably qualified TEACHER for appointment to a Scale 1 post for BIOLOGY with subsidiary CHEMISTRY willing to teach some Environmental Science, at this county Co-educational Comprehensive High School.
Courses are established at all examination levels.
Application forms and further particulars obtainable from the Head Teacher, Walbottle High School, Walbottle, Newcastle-upon-Tyne NE15 9TP, to be returned by November 30, 1979.

OXFORDSHIRE
COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QH
Group 11
Roll 1,220
HEAD OF BIOLOGY
(Scale 3)
Required for April, 1980 (or January if possible), a well-qualified and experienced BIOLOGIST to be HEAD of DEPARTMENT (Scale 3) to teach the subject up to "A" level, and to be responsible for the organisation of the subject throughout the school.
Further details from the school upon receipt of a stamped addressed envelope. Please apply by letter to the Head at the school, outlining age, qualifications, experience and naming two referees.

Scale 1 Posts

AVON COUNTY
BACKWELL COMPREHENSIVE SCHOOL
Backwell, Bristol BS19 3PB
Required for January TEACHER of PHYSICS up to and including "A" level.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees. S.A.E. for further details.
Reference 113/16/10/79.

SECONDARY
Science
continued

AVON COUNTY
HARTCLIFFE COMPREHENSIVE SCHOOL
Bishport Avenue, Bristol BS13 0RL
Required as soon as possible, full-time TEACHER of SOCIOLOGY and SOCIAL STUDIES to C.S.E., "O" and "A" level (A.E.B. syllabus). This appointment is within the Humanities Faculty and also involves teaching Lower School integrated humanities. Will be required to act as a tutor within a well-established year system. Scale 1 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees, S.A.E., please.

AVON COUNTY
ST. BEDE'S R.C. COMPREHENSIVE SCHOOL
Long Cross, Lawrence Weston
Bristol BS11 0SU
Required for January, TEACHER of CHEMISTRY to "A" level.
Scale 1 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees. S.A.E., please.
Reference 16-28/9/79.

BARNET
(London Borough of)
[illegible] SCHOOL
Page Street,
Mill Hill, N.W.7.
(01-959 1937)
Six form entry Girls' Comprehensive (Roll 958)
Sixth form 123
Required Easter, 1980 or January if possible, Scale 1 TEACHER of BIOLOGY/INTEGRATED SCIENCE, to share in teaching of large, well-equipped department.
Integrated Science years 1 and 2. Biology courses to CSE, O/A levels.
Applications by letter giving two referees to the Head (S.A.E.).
MOAT MOUNT SCHOOL
Worcester Crescent,
Mill Hill, N.W.7.
(01-959 0017)
Mixed Comprehensive
(Roll 898)
Sixth form 104
Required January, 1980, TEACHER of PHYSICS, with possibility of a share in A-level teaching.
Ability to contribute to integrated Science courses in Lower School would be an advantage
Scale 1
Required April, 1980, or as soon as possible, TEACHER of CHEMISTRY to A level.
Interest in Integrated Science syllabus in Lower School an additional recommendation. Scale 1.
Apply to Headmaster giving full details. (S.A.E.).
For the above posts:—
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Director of Educational Services.

BERKSHIRE
FURZE PLATT COMPREHENSIVE SCHOOL
Marlow Road
Maidenhead SL6 7NQ
Number on roll: 1,100
Required for January, preferably permanent, but temporary appointments are possible
Full-time ASSISTANT TEACHER OF BIOLOGY
Scale 1.
Full-time ASSISTANT TEACHER OF CHEMISTRY
Scale 1.
The school is a fully developed 11-18 Comprehensive with some new buildings including Science Unit.
London Fringe Allowance £159 per annum.
Lodging Allowance and removal expenses schemes in operation.
Application forms and further details from the Headmaster S.A.E. Closing date December 4.

BERKSHIRE
MAIDEN ERLEGH COMPREHENSIVE SCHOOL
Earley, Reading
N.O.R.: 1,800
TEACHER of BIOLOGY
Scale 1
Required for January, 1980, BIOLOGY specialist to teach subject to Advanced level.
Letters of application to Headmaster, giving full curriculum vitae and the names and addresses of two referees (S.A.E.).
Closing date December 11.

BERKSHIRE
WINDSOR BOYS' SCHOOL
Maidenhead Road, Windsor
Number on roll: 720
Required for January, preferably permanent, but temporary appointments are possible
Full-time TEACHER of BIOLOGY
Scale 1.
Full-time TEACHER OF CHEMISTRY
Scale 1.
Applications by letter direct to the Headmaster with names of two referees. S.A.E. Closing date December 3.

BROMLEY
(London Borough of)
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill
Westerham, Kent
Required for January or as soon as possible a full-time or part-time TEACHER of PHYSICAL SCIENCE to join a team of specialists in this purpose-built, six form entry 11 to 18 year, mixed comprehensive school taking balanced intake of pupils.
Combined Science (Years 1 and 2) and separate Biology, Chemistry and Physics. Well-established courses using Nuffield approach.
Well-equipped laboratories. Further enquiries welcomed.
Removal and other expenses payable in approved cases.
Apply by letter to the Headmaster, giving full details of qualifications, etc., and addresses of two educational referees, by Friday, 30th November.

BROMLEY
(London Borough of)
COOPERS SCHOOL
Hawkwood Lane
Chislehurst, Kent, BR7 5PS
Required for January: Graduate TEACHER of CHEMISTRY to join a strong department with well established C.S.E., "O" and "A" level courses in this co-educational selective school.
The post would be temporary, but could become permanent.
Applications with curriculum vitae to the Headmaster at the school.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon
TEACHER of GEOLOGY with SCIENCES required in January. Geology to "O" and "A" levels. Biology and Physical Science in Years 1-3. Two form appointment. In first instance. Full or part time applications considered.
This 11-18 voluntary controlled mixed comprehensive school takes children from Huntingdon and its neighbourhood. 1,850 pupils with 215 in the Sixth. Outstanding setting includes Hinchingbrooke House and new buildings.
Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

DORSET
BLANDFORD UPPER SCHOOL
Blandford Forum
(13 to 18 Comprehensive; mixed roll 800)
TEACHER of PHYSICS from January or April.
Temporary for one or two terms considered.
Work at all levels to C.S.E., G.C.E. "O" and "A", to include Electronics and contribution to a Combined Science course.
Further information from Headmaster.

DURHAM
COUNTY COUNCIL
PETERLEE ST. BEDE'S R.C. COMPREHENSIVE SCHOOL
(11-18 years: 1,294 on roll
SCIENCE—Salary Scale 1—Good Honours CHEMISTRY GRADUATE required for January or April, 1980, to teach Science in Lower school. There is possibility of G.C.E. "A" level work for suitable candidate.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 30th November, 1979.

DURHAM
COUNTY COUNCIL
SEAHAM COMPREHENSIVE SCHOOL
1,850 on roll. 11-18 years
CHEMISTRY—Salary Scale 1—TEACHER required for January, 1980, or as soon as possible thereafter able to offer Chemistry to G.C.E. "O" level. There will be an opportunity to teach in Sixth Form for a well-qualified candidate.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 30th November, 1979.

DURHAM
COUNTY COUNCIL
SEAHAM COMPREHENSIVE SCHOOL
11-18 years, 1,850 on roll
PHYSICS—Salary Scale 1—TEACHER required for January 1980 or as soon as possible thereafter to work as one of a team in a large department and teach up to G.C.E. "O" and "A" Level.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 30th November, 1979.

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
1,066 on roll. 11 to 18 years
PHYSICS, Salary Scale 2, Graduate TEACHER of PHYSICS required for April, 1980, or earlier if possible to teach throughout the school.
SAE for application form and further details to Area Education Office, Durham Road, Blackhill, Consett, Co. Durham.
Closing date for receipt of applications November 30th, 1979.

DURHAM
COUNTY COUNCIL
WILLINGTON PARKSIDE COMPREHENSIVE SCHOOL
11-16 years, 1,106 on roll
PHYSICS—Salary Scale 1—TEACHER required for April 1980 or earlier if possible for PHYSICS and SCIENCE to teach throughout the school up to examination level.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 30th November, 1979.

EALING
(London Borough of)
EDUCATION SERVICE
Required immediately TEACHERS of CHEMISTRY, PHYSICS, BIOLOGY and INTEGRATED SCIENCE for Supply or permanent appointment in High Schools.
Salary pro rata to Scale 1.
London Weighting £474.
Application forms obtainable from the Education Offices, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, or by telephone 01-579 2424 ext 3272.

EALING
(London Borough)
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell, London, W.7
Required for January, 1980, a TEACHER of either PHYSICS or CHEMISTRY with some integrated science. This could be a permanent or a Supply appointment.
London Weighting £474.
Please apply by letter to the Headmaster at the school with details of qualifications, experience and names of two referees.

ESSEX
HASSENBROOK COMPREHENSIVE SCHOOL
(Roll 1,308)
Hassenbrook Road,
Stanford-le-Hope
Tel.: Stanford-le-Hope 71566.
SCIENCE, Scale 1.
To teach Physics to "O" level and C.S.E. Modern laboratories and technical/reprographic assistance available.
London Fringe allowance.
Curriculum vitae and names of referees to Headmaster (foolscap stamped addressed envelope, please).

HERTFORDSHIRE
STANBOROUGH SCHOOL
Lemsford Lane,
Welwyn Garden City, AL8 6YR
Headmaster: D. J. Ritchin, M.A.
900 boys and girls:
155 in Sixth Form
Required, owing to promotion, for January, if possible, or for Easter, a well-qualified TEACHER of CHEMISTRY in this five-form entry all-ability school. Full range of work, up to Nuffield A level and Oxbridge entrance, available to a suitably qualified candidate in a strong Science department of nine staff. Physical Science is taught for two years in banded organisation: specialist Chemistry in Third Year and for C.S.E./"O" level. Candidates must be committed to teaching the full ability range: a contribution to general school life will be especially welcome.
Please apply in full to the Headmaster, quoting two referees. Outer London fringe allowance payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Tel.: Swanley 62231
Established large comprehensive school with a full range intake, mixed, 11-18
London fringe allowance.
Required for January, TEACHER for PHYSICS to advanced level. An interest in Integrated Science up to Ordinary Level and the place of Physics within it would be desirable. This school was one of the pilot SCISP schools. Appointment will be on a scale suitable for the qualifications and experience of the person appointed.
Application is by letter to the Headmaster at the school, giving details and naming referees.

GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent
(Roll: 1,000)
Required as soon as possible, a TEACHER to join the SCIENCE DEPARTMENT in this Thames-side High School in a pleasant rural area.
Science is taught throughout the school to C.S.E. and "O" levels in well-equipped laboratories and the applicant should be prepared to teach General Science in the Lower School, as well as some examination classes.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees, S.A.E. please.

TONBRIDGE AND MALLING DIVISION
CLARE PARK SCHOOL
Hurch Road, East Malling
Maidstone, Kent ME19 6BH
The High School of 1,350 pupils in age range 11-16 is fully comprehensive in its first 2 years. Thereafter, some pupils transfer by guided parental choice to Upper Schools.
TEACHER, Scale 1, required to tutor JUNIOR PHYSICS and GENERAL SCIENCE in this 11 F.E. school. Fully comprehensive in years 1 and 2. 6 well equipped laboratories and a laboratory technician. Familiarity with Nuffield combined Science scheme an asset.
Please write to the Headmaster with curriculum vitae and names of two referees.

MAIDSTONE DIVISION
THE CORNWALLIS SCHOOL
Hubbards Lane, Linton, Maidstone
Required January, 1980 TEACHER mainly for COMBINED SCIENCE in lower school with some third year physical science. Scale 1 post.
Applications from the Headmaster (S.A.E.).

LONDON, E.2
PARMITER'S SCHOOL
Approach Road, London, E2 9LZ
Tel.: 01-980 3041
Voluntary Aided. Founded 1681
Required as soon as possible a CHEMISTRY GRADUATE to teach part-time (up to three days per week) to "A" level.
Parmiter's School, London (a selective Grammar School for boys) is closing in July, 1981, and has not taken any new pupils for the past two years. It has Forms IV, V and VI only.
Salary Scale 1 (plus London Allowance).
Apply to the Headmaster giving curriculum vitae and the names of two referees.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London, E6 3SQ
Telephone: 01-474 0035
(Roll 1,515)
Head Teacher: Mr. D. Williams
Required as soon as possible
(1) SCIENCE TEACHER for General SCIENCE with Lower School and PHYSICS in Upper School. Untrained Graduates may wish to apply. Scale 1.
(2) A SCIENCE/MATHEMATICS TEACHER who would contribute to Lower School in both areas of the curriculum to expand the work being undertaken. Scale 1.
(3) A TEACHER capable of teaching LATIN and CLASSICAL STUDIES throughout the school, to join a department of three. Scale 1.
London Allowance £474.
Application forms may be obtained from the Head Teacher to whom they should be returned by 30th November 1979.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

NEWHAM
(London Borough of)
PLASHET SCHOOL
Plashet Grove, London, E6 1DG
Head Teacher, Miss E. Cruttenden
Roll: 1,286 (All Girls)
Required for January, 1980, or as soon as possible thereafter:
TEACHER of CHEMISTRY (Scale 1).
A Scale 2 post is available for a teacher with suitable experience who is able to accept responsibility for the development of C.S.E. courses as well as sharing "O" and "A" level work in the school.
Further details and application forms may be obtained from the Head Teacher (Tel: 01-471 2418) to whom they should be returned by 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

NORTH YORKSHIRE
COUNTY COUNCIL
ST. JOHN FISHER RC HIGH SCHOOL
Hookstone Drive, Harrogate
Telephone: 887504
Required for January, 1980: TEACHER, Scale 1, to teach PHYSICS and CHEMISTRY in this 11 to 18 comprehensive school. Courses to GCE "O" and "A" level are well established.
Further information can be obtained from the Headmaster at the school (SAE, please).
Application by letter giving curriculum vitae together with the names and addresses of two professional referees to be returned to the Headmaster at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
ALDERMAN DERBYSHIRE COMPREHENSIVE SCHOOL
Hucknall Lane, Bulwell,
Nottingham NG6 8AQ
Headmaster: E. R. Turrent, M.Ed.
Mixed: 1,225 (11 to 16)
For January, well qualified TEACHER (Scale 1) to teach GENERAL SCIENCE at all levels, but with a particular interest in Lower School Science. Qualifications in Physical Sciences desirable.
Applications (no forms) to the Headmaster with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
QUARRYDALE COMPREHENSIVE SCHOOL
Stoneyford Road, Sutton in Ashfield
Nottinghamshire NG17 2DU
Headmaster, T. Gamble, M.A., J.P.
Mixed, 1,300 (11-18).
For January, TEACHER (Scale 1) for BIOLOGY at least to C.S.E. level in the first instance.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:
TRINITY (VOLUNTARY AIDED) R.C. COMPREHENSIVE SCHOOL
[illegible] Road, Aspley
Nottingham NG8 2EY
Headmaster: A. Murphy, B.A.
Mixed, 700 (11-18).
For January, TEACHER (Scale 1) of CHEMISTRY up to "A" level with Lower School Combined Science.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

OXFORDSHIRE
COUNTY COUNCIL
WALLINGFORD SCHOOL
Station Road, Wallingford,
Oxon. OX10 0LD
(1,216 on roll, 180 in Sixth)
Required for January, a Graduate TEACHER of CHEMISTRY (Temporary, Scale 1 in the first instance) to teach Chemistry in this 11-18 co-educational Comprehensive School. The vacancy follows promotion of an experienced member of Staff, and Sixth Form work is available for a suitable applicant.
Application should be to the Headmaster together with detailed c.v. (photostats acceptable) and the names of two referees. Further details of school available on receipt of S.A.E.

OXFORDSHIRE
COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QH
Group 11
(Roll 1,220)
BIOLOGY
Required for January, 1980, a temporary TEACHER for one term only to teach BIOLOGY at all levels up to and including "A" level.
Further details from the school upon receipt of a stamped addressed envelope. Please apply by letter to the Head at the school, outlining age, qualifications, experience and naming two referees.

RICHMOND UPON THAMES
(London Borough of)
SHENE SCHOOL
(11-16 Mixed Comprehensive)
Park Avenue,
East Sheen, SW14 8RG
SCIENCE/HEALTH EDUCATION
Required for January, 1980, a SCIENCE TEACHER interested in Health Education and Social Biology. Health Education is taught in the third year and also forms part of the Upper School Social Education course. There is a CSE Mode 3 Social Biology course for fourth and fifth year pupils. The person appointed will be responsible for the above and also be expected to contribute to the Lower School Scottish Integrated Science teaching programme.
Shene is an 11-16 mixed comprehensive school in pleasant grounds close to Richmond Park.
Application forms available from and returnable to the Head Teacher at the school.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
GLEADLESS VALLEY SCHOOL
Matthews Lane,
Sheffield S8 8JS
(11-18 secondary: 860 on roll)
Required for January, 1980, a TEACHER of CHEMISTRY up to "O" level and Biology in the Lower School. A temporary appointment from January to August, 1980, will be considered.
Apply by letter, naming two referees, to the Headmaster at the school (Sheffield 746334) as soon as possible.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
WALTHEOF CAMPUS
Beaumont Close,
Sheffield S2 1RY
Required for January or April a TEACHER of BIOLOGY, Scale 1.
Applications together with curriculum vitae and names and addresses of two referees direct to the Headmaster at the school within two weeks of the appearance of this advertisement.

SHROPSHIRE
EDUCATION COMMITTEE
ADAMS SCHOOL
Wem, Shropshire, SY4 5UB
SCIENCE TEACHER, Scale 1 from January/Easter 1980 (Physics preferred). Mixed 11 to 18 Comprehensive.
Apply by letter to Headmaster (S.A.E.).

SUFFOLK
COUNTY COUNCIL
COPLESTON HIGH SCHOOL
(11-16) mixed comprehensive,
(Roll 1,549)
Copleston Road, Ipswich
Head Teacher, Miss M. J. Beeson
Required January, 1980, or as soon as possible thereafter, TEACHER, Scale 1, for first year GENERAL SCIENCE and BIOLOGY to Fifth Year C.S.E. and "O" level.
Apply by letter in first instance giving curriculum vitae and the names and addresses of two referees to the Head at the school. Please enclose S.A.E.

SUFFOLK
COUNTY COUNCIL
NACTON HEATH HIGH SCHOOL
(11 to 16 mixed comprehensive)
Roll: 1,289
Nacton Road, Ipswich
Head Teacher: R. B. Purchase, M.A.
Required January 1980 or as soon as possible thereafter, TEACHER, Scale 1, for PHYSICS in the Upper School to G.C.E. "O" level and C.S.E. examination level. An interest in combined sciences desirable. Temporary appointment for one or two terms in first instance.
Further details and forms from the Head at the school, please enclose S.A.E.

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
(11 to 18 mixed comprehensive Roll: 1,942)
Sidegate Lane, Ipswich IP4 3DL
Headmaster: D. W. Ockelton M.A., B.Sc(Econ)
Required for January, 1980, TEACHER, Scale 1, for PHYSICAL SCIENCES, able to teach to "O" level in CHEMISTRY and/or PHYSICS. Appointment could be permanent or temporary for two terms. Applicants seeking temporary, full-time or part-time work welcomed.
Apply by letter in first instance giving curriculum vitae and the names and addresses of two referees, to the Head, enclosing a S.A.E.

Social Studies

Scale 1 Posts

AVON COUNTY
HARTCLIFFE COMPREHENSIVE SCHOOL
Bishport Avenue, Bristol, BS13 0RL
Required as soon as possible, full-time TEACHER of SOCIOLOGY and SOCIAL STUDIES to C.S.E., "O" and "A" level (A.E.B. Syllabus). This appointment is within the Humanities Faculty and also involves teaching Lower School integrated humanities. Will be required to act as a tutor within a well-established year system. Scale 1 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees. S.A.E. please.

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex
Telephone: 01-428 4330
Required for January 1980 TEACHER of SOCIAL STUDIES/SOCIOLOGY to C.S.E. and "O" level
Temporary post during maternity leave of present holder
Apply by letter to Headmaster (enclosing S.A.E.) with names of two referees.
Application forms from (and to be returned by 26th November) Head Teacher. Please enclose stamped addressed envelope.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RUTLISH HIGH SCHOOL
Watery Lane, Wimbledon,
London, SW20 9AD
Headmaster: Mr. G. W. Bound, M.A.
Tel. 01-542 4558
Age Range 13-18 years
No. on Roll: 540
Required in April or September, 1980, a TEACHER to take charge of SOCIAL STUDIES throughout the school. A scale 2 salary will be paid.
London Allowance £474. Legal expenses up to £300 and assistance towards removal expenses will be considered where appropriate.
Application forms and further details available from the School Secretary on receipt of a stamped addressed envelope.
Closing date, 30th November, 1979.

Technical Studies

Heads of Department

HARINGEY
(Borough of)
STATIONERS' COMPANY'S SCHOOL
Mayfield Road, N.8
Voluntary Controlled Comprehensive School
1,050 boys, 130 in Sixth Form.
Required from April, 1980 (or earlier if possible)
HEAD of ENGINEERING SCIENCE, Scale 4.
The school has two engineering workshops and the Department works closely with the Technical Department and has links with Tottenham Technical College. Over the past few years the Department has had very considerable success reflected in current examination results.
London Allowance (£474 payable. Removable Expenses. 100 per cent allowed in approved cases.
Forms of application (S.A.E.) available from the undersigned to be returned to the Head of the School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

NEWHAM
(London Borough of)
FOREST GATE SCHOOL
Forest Street, London, E7 0HR
(Roll 1,036)
Head Teacher, Mr. F. C. Dipstale
Required for January 1980 or as soon as possible thereafter: HEAD of WOODWORK (Scale 3). The department has good facilities.
London Allowance (£474) plus Social Priority Allowance (£201 to £276).
Application forms may be obtained from the undersigned to whom they should be returned by 30th November 1979.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

Other Posts on Scale 2 and above

ESSEX
ST. JOHN'S COMPREHENSIVE SCHOOL
(Group 12)
(Roll 1,310)
Tower Road, Epping
Telephone: Epping 73028
TECHNICAL STUDIES. Scale 2 plus.
Urgently required for January. Permanent or temporary. Scale appropriate to experience. Vacancy due to promotion.
Curriculum vitae and names of referees to Head Teacher (foolscap S.A.E., please).

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow,
Middlesex
Tel. No.: 864 7688
Required as soon as possible a TEACHER (male/female) of TECHNICAL DRAWING. The school has a very well established Technical Department and the subject is a very popular one. A Scale 2 salary is payable to a suitably qualified candidate.
Application forms from and to be returned to Head Teacher by 30th November.
Please enclose stamped addressed envelope.

SURREY
EDUCATION COMMITTEE
DE BURGH COUNTY SECONDARY
Tadworth
METALWORK TEACHER (male/female). Scale 2. Permanent position, although a temporary one or two-term appointment may be considered.
Apply to the Head, telephone Burgh Heath 50713.

Scale 1 Posts

BARNET
(London Borough of)
MOAT MOUNT SCHOOL
Worcester Crescent, Mill Hill, NW7.
Telephone: 01-959 0017
Mixed Comprehensive.
Roll 898
Sixth Form 104
Required January 1980, TWO TEACHERS for TECHNICAL SUBJECTS to join strong department. Interest in (1) METALWORK and (2) TECHNICAL DRAWING would be an advantage. Scale 1.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Apply to Headmaster giving full details (S.A.E.).
Director of Educational Services.

BEDFORDSHIRE
SOUTHERN AREA
HALYARD HIGH SCHOOL
Emerald Road, Luton
Headmaster, Mr. B. D. Round, B.A.
Required for January, 1980, or as soon as possible, a TEACHER with enthusiasm, imagination and ability to teach TECHNOLOGY or METALWORK. The department is well equipped and courses are provided for boys and girls up to C.S.E. and "O" level.
Halyard is an 11 to 16 mixed comprehensive of 1,100 pupils.
Some assistance with accommodation may be possible.
Further details and application forms obtainable from and returnable to the Headmaster (S.A.E., please).

BRENT
(London Borough of)
NEASDEN HIGH (Mixed) SCHOOL
Quainton Street, N.W.10
Headmaster: Mr. M. R. H. Piercy B.A.
Comprehensive 11 to 18 school, six forms of entry (Roll 950).
Serving a multi-ethnic area of Neasden and Wembley. School opened in 1975 and buildings completed in 1978, offer excellent facilities. The school is "traditional" in its ethos and organisation.
Required from January or as soon as possible thereafter:
TEACHER for WORKSHOP CRAFTS (Scale 1 or 2 according to experience), able to offer one or more of the following subjects, Woodwork, Metalwork, Technical Drawing. The Department, which is splendidly equipped and well established, works closely with the Departments of Art and of Home Crafts.
London Allowance of £474 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and referees, enclosing S.A.E. for reply.

CUMBRIA
COUNTY COUNCIL
NEWMAN R.C. SCHOOL
Carlisle
(Aided, mixed comprehensive: 11 to 18 years; 723 on roll)
Required for January, 1980, a TEACHER for TECHNICAL DRAWING and for CRAFT. Scale 1.
Application forms and further details from the Head at the school, Victoria Place, Carlisle, to whom completed forms should be returned by Wednesday, 28th November, 1979.

DURHAM
COUNTY COUNCIL
SEAHAM COMPREHENSIVE SCHOOL
(11 to 18 years: 1,850 on roll)
METALWORK TEACHER (Salary Scale 1) required for January 1980 or as soon as possible thereafter to teach to G.C.E. "O" level.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications: 30th November 1979.

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park
Hatfield
TEACHER of TECHNICAL STUDIES with a special interest in METALWORK required for January 1980 at this co-educational, all-ability school, in a residential village in the Green Belt between Potters Bar and Hatfield. Good facilities. Freedom to experiment with new materials and techniques.
Scale 1 plus London Fringe Allowance of £159.
Applications by letter to the Headmaster, giving the names of two referees and enclosing a curriculum vitae.

HILLINGDON
(London Borough of)
TOWNMEAD SCHOOL
Wise Lane,
West Drayton UB7 7EU
(Number on roll 933: 42 in Sixth Form)
This is a six-form entry mixed comprehensive school with modern buildings, all on one site. It is situated on the Middlesex-Buckinghamshire border with easy access to London
Required for January, 1980, TEACHER of TECHNICAL STUDIES (Scale 1) to join a keen and enthusiastic department.
There are four well-equipped wood and metal workshops, plus a specialist TD Room and a purpose-built Car Maintenance workshop.
The department teaches both boys and girls throughout the school and is developing Design and Technology courses to "A", "O" and C.S.E. level. Enthusiasm and energy are more important than experience and this post would be very suitable as a first appointment.
Application forms from and returnable to the Headmaster. Please enclose a stamped addressed envelope and give a telephone number through which you can be contacted.
London Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
The Civic Centre, Lampton Road
Hounslow TW3 4DN
(1) FELTHAM SCHOOL
Boundaries Road, Feltham
Middlesex TW13 5EW
Telephone Number: 01-890 0167.
(11 to 18) Co-educational
Comprehensive School
Number on roll 1,750
Headmaster: Paul M. Grant, B.Sc.
Required for January, 1980, or as soon as possible thereafter, a TECHNICAL TEACHER, Scale 1.
The Technical Department is a large progressive department with nine well-equipped workshops and three drawing offices serviced by two technicians.
Well-established examination courses exist in Metalwork, Woodwork, Design and Technology, Motor Vehicle Studies, Home Maintenance and Technical Drawing.
The School is organised on a House system of pastoral care. Every member of staff is attached to a House and is expected to contribute to the life and work of the House.
A separate block accommodates Upper School (years 5 and 6), approximately 500 pupils.
This 10/11-form entry Comprehensive school is situated near London Airport, M3, M4 and the open countryside of the Thames Valley.
The buildings are modern and well equipped and an extensive building programme is planned in order to provide a new purpose-built school with dual-use community facilities on one site.
London Allowance £337 payable.
Letters of application (no forms) within seven days to the Headmaster, from whom further information can be obtained giving details of qualifications, experience and the names and addresses of two referees.
(2) GUNNERSBURY CATHOLIC SCHOOL FOR BOYS
The Ride, Boston Manor Road, Brentford, Middlesex TW8 9LB
Headmaster: Mr. M. J. Devitt, B.A.
Required for January, 1980, or as soon as possible thereafter, well-qualified and enthusiastic TEACHER of TECHNICAL SUBJECTS with a special interest in Technical Drawing and either Woodwork or Metalwork in years 1 to 5.
There are well-established courses to C.S.E., "O" and "A" level and the school is very fortunate in having five purpose-built workshops and three drawing offices.
The school is a voluntary aided six-form entry comprehensive for boys 11 to 18. The school is in Group 11 with 1,088 boys on roll at present—the Sixth Form numbers 170.
London Allowance £337 payable.
Closing date: within seven days.
Letters of application to the Headmaster at the school giving details of qualifications and names and addresses of two referees (stamped addressed foolscap envelope, please).
A. Groves, Director of Education.

SECONDARY
Technical Studies
Continued

LINCOLNSHIRE

LONG SUTTON
THE PEELE COUNTY SECONDARY SCHOOL
Roll: 750

For January or Easter: TEACHER for TECHNICAL STUDIES. Scale 1 or 2 depending on qualifications and experience.
Forms from the Headmaster at the School, 81 Little London, Long Sutton, Spalding, Lincs., PE12 9LE, on receipt of SAE.
Closing date November 26, 1979.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone
(930 Mixed)
High School with comprehensive intake about a quarter of which leaves after two years for upper schools.
Required January, 1980, or earlier if possible. A TECHNICAL SUBJECTS TEACHER in well equipped Design and Technology Department.
A teacher having a flexible approach which can cover all aspects of work in the Department is looked for.
For a suitably experienced candidate a scale post could be available for administrative/pastoral work.
If candidates who applied earlier in May wish to apply they should advise the Headmaster by letter.
All other candidates should initially write to the Headmaster with curriculum vitae details and the names of two referees enclosing a stamped addressed envelope for further details.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
TOP VALLEY COMPREHENSIVE SCHOOL
Top Valley Drive, Bulwell Road, Nottingham NG5 9AZ.
Headmaster, R. G. Cooper, B.A., F.I.L.
Mixed: 1,200 (11-16)
For January or earlier if possible. TEACHER (Scale 1) for TECHNICAL DRAWING and METALWORK within Creative Design Faculty.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NORTH YORKSHIRE
COUNTY COUNCIL
NUNTHORPE GRAMMAR SCHOOL
Nunthorpe Avenue, York YO2 1PF
Required for January or Easter, 1980.
A TEACHER to join the CRAFT, DESIGN and TECHNOLOGY Department on a permanent or temporary basis, with a particular interest in METALWORK. The school is pleasantly situated with excellent new craft rooms.
Letters of application, with curriculum vitae, should be sent to the Headmaster, as soon as possible.

SANDWELL
(Metropolitan Borough of)
WILLINGSWORTH HIGH SCHOOL
(11-16 Comprehensive)
Required for April 1980
METALWORK
Scale 1 plus S.P.A.
C.S.E. and "O" level work available for suitably qualified and experienced applicant.
Application forms available from and returnable to Head Teacher, Bilston Road, Gospel Oak, Tipton, West Midlands. Closing date 27th November, 1979.

SOLIHULL
EDUCATION COMMITTEE
THE ARCHBISHOP GRIMSHAW SCHOOL
This is a Catholic 11-18 all-ability school which opened in 1970 in superb purpose-built facilities. There are at present approximately 1,150 pupils on roll, including 55 in a growing Sixth Form.
Applications are invited for the following post: ASSISTANT TEACHER of TECHNICAL STUDIES (Scale 1 but a possibility of Scale 2 for a suitably qualified and experienced candidate).
There are four excellent workshops, a drawing office and large project area. Well-established courses are offered to C.S.E., G.C.E. "O" and "A" levels.
Application forms and further details (S.A.E.) are available from the Correspondent Governor, The Archbishop Grimshaw School, Kew Close, Cooks Lane, Chelmsley Wood, Birmingham B37 6NY.

WIRRAL
(Metropolitan Borough of)
BROMBOROUGH COUNTY SECONDARY SCHOOL
Acre Lane, Bromborough
Wirral, Merseyside
(Mixed, 700)
For 1st January, 1980, or as soon as possible thereafter
TEACHER OF TECHNICAL STUDIES
Scale 1
Full range Technical Subjects including M.V. Engineering, C.S.E. and "O" level courses.
Letter of application to the Headmaster, giving names of two referees and curriculum vitae.

HENGWRT HALL SCHOOL, RHYDYMAIN, DOLGELLAU, GWYNEDD

(a part of Care Concern)

Hangwrt Hall School is an Independent Residential School for severely mentally handicapped pupils.

SENIOR TEACHER

required

SALARY SCALE 2(S)

Applicants must be qualified teachers and in possession of an additional qualification specifically concerned with the teaching and management of handicapped pupils.

The post demands outstanding qualities of character, a mature and stable personality and temperament, proven teaching experience and staff management experience.

APPLICATION FORMS and further information may be obtained from the Principal, Mr G. Young, and informal enquiries and visits are welcome. Tel: (STD) 0341 41 641.

SPECIAL SCHOOLS

Baskerville School, Fellows Lane Harborne B17 9TS

Required January: Non-resident teacher for a group of children of mixed physical/intellectual and social handicaps. Scale 2 post available for Language/Communication development throughout school.

Successful applicant will be expected to undertake 7½ hours extraneous duties per week for which remuneration is £535 per year.

Candidates are advised to visit school by appointment with Head Teacher. (Telephone 021 427 3191.)

Braidwood School, Perry Common Road, Erdington B23 7AT

HEAD OF STUDIES

Applications are invited from qualified and experienced teacher of the deaf for the post of Head of Studies in the Secondary Department of the school. Salary Scale: 3S.

Further details and application forms from the Headmaster on receipt of a stamped addressed envelope.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Other than by Subject Classification

Heads of Department

DORSET

CASTLEFIELD SCHOOL
Dorchester
(Girls' 13-18 Comprehensive)
HEAD of FACULTY of SOCIAL and COMMERCIAL STUDIES, Scale 4, from September 1980.
Faculty embraces History, Geography, Business Studies, Religious Education and Careers Guidance.
Application form and full details (S.A.E.) from Headmistress-designate, Castlefield School, c/o Dorchester Modern School, Coburg Road, Dorchester.

Other Posts on Scale 2 and above

OXFORDSHIRE

COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Thame, Oxfordshire
LOWER SCHOOL WEST
(366 on roll)
SENIOR TEACHER (Scale 3)
Applications are invited from suitably qualified and experienced teachers for the post of Senior Teacher (Scale 3) at Lower School West from the Summer term, 1980. The school seeks a sympathetic teacher to oversee the pastoral care of girls aged 11 to 14. This is a key post involving the counselling and discipline of girls, as well as giving a lead in academic and cultural activities throughout the school.
Vacancy due to promotion of present holder to a Deputy Headship.
The school (total roll 2,100: 290 in Sixth Form) is a mixed Comprehensive of ancient foundation, situated near the Chilterns and Oxford. The arts, sport and community involvement complement thriving academic subjects.
Further details (S.A.E. please) can be obtained from the Principal, Lord Williams's School, Oxford Road, Thame, Oxon. OX9 2AQ. Completed applications should be returned within 14 days from the appearance of this advertisement.

Scale 1 Posts

HILLINGDON

(London Borough of)
HAYES MANOR SCHOOL
Wood End Green Road, Hayes UB3 2SE
(Number on roll 907: 116 in Sixth Form)
Wanted for January, 1980, for a one or two term appointment, a TEACHER of REMEDIAL SUBJECTS, with some junior and middle school History.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance payable

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road, Wimbledon, London, SW19 1NU
Headmaster, Mr. G. W. Bounds, M.A.
Tel.: 01-542 4338
Age Range: 13-18 Years
Number on Roll: 540
Required in January, 1980, for a temporary, one-term appointment, a TEACHER of SOCIAL STUDIES and HISTORY.
London Allowance £474.
Application forms and further details available from the School Secretary on receipt of a stamped addressed envelope.
Closing date: as soon as possible.

SANDWELL
(Metropolitan Borough of)
BRISTNALL HALL HIGH SCHOOL
(11-16 Comprehensive)
Required for January, 1980:
GENERAL SUBJECTS IN FIRST YEAR BASE AND LOWER SCHOOL MATHEMATICS
Scale 1
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Bristnall Hall Lane, Oldbury, Warley, West Midlands.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
NOTRE DAME SCHOOL
Fulwood Road, Sheffield S10 3BT
(11 to 18 secondary: 800 on roll: 180 in Sixth Form)
Required from 25th February to 31st August, 1980, a temporary TEACHER for "A" level BIOLOGY and "O" level BIOLOGY and SOCIAL STUDIES.
Apply by letter, naming two referees, to the Headmistress at the school as soon as possible (telephone Sheffield 302630).

Sixth Form and Tertiary Colleges

Deputy Headships Senior Masters/ Mistresses

SURREY
EDUCATION COMMITTEE
REIGATE SIXTH FORM COLLEGE
VICE-PRINCIPAL required May, 1980, for this Group 12 Sixth Form College for students aged 16 plus. Number on roll [illegible]. Salary [illegible] per annum.
Application forms and further details available (S.A.E. please) from the Area Education Officer, [illegible] Road, Reigate RH2 7EA. Applications will not be accepted after Friday, 30th November, 1979.

Special Education

Deputy Headships Senior Masters/ Mistresses

SANDWELL
(Metropolitan Borough of)
ALBERT BRADFORD DAY E.S.N.(S) SCHOOL
Holly Lane, Smethwick, Warley
Head Teacher: Mrs. S. Reeves
Required for January, 1980, or as soon as possible thereafter.
DEPUTY HEAD TEACHER
Group 4S
School has accommodation for approximately 60 pupils including Special Care Unit. Applications invited from suitably qualified teachers; experience in teaching E.S.N.(S) children a strong recommendation.
Application forms and further details available from, and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RG.
Closing date 30th November, 1979.

SURREY
EDUCATION COMMITTEE
LINDEN BRIDGE SCHOOL
Grafton Road, Worcester Park
Suitably qualified and experienced TEACHERS are invited to apply for the post of DEPUTY HEAD TEACHER which is currently vacant with a view to commencement at the beginning of Summer Term 1980 or earlier if possible. This purpose-built school caters for 50 autistic and severely disturbed children, for which there are facilities for 25 boarding pupils.
Preference will be given to candidates with additional qualifications applicable to the post.
A modern, three-bedroomed house is available on the site, which the Deputy Head is expected to occupy and for which the current charge is £267 per annum.
Salary within Scale of Deputy Head of Group 5(S) School.
Further details and application forms available (S.A.E. please) from the County Education Officer (Reference RC/SMW), County Hall, Kingston-on-Thames, KT1 2DJ.

Heads of Department

BIRMINGHAM
ROYAL SCHOOL FOR DEAF
Edgbaston
Vacancy
HEAD of JUNIOR DEPARTMENT
Vacancy as from 1st January, 1980. Salary equivalent to 3(S). House available at low rent.
Details and application form (S.A.E.) from Headmaster, 4 Church Road, Edgbaston, Birmingham 15.

Other Posts on Scale 2 and above

BEDFORDSHIRE
CENTRAL SERVICES
TEACHER FOR VISUALLY IMPAIRED CHILDREN
(Scale 3)
Required for April 1980, or earlier if possible, a suitably qualified and experienced teacher for this post. This is a Scale 3 post. Ownership of a car essential for which an essential Car Users Allowance is payable. Assisted car purchase scheme.
There are some 30 visually impaired children in local schools and particular duties include giving teaching support and advice to the children and staff in those schools.

NORTH BEDFORDSHIRE READING CENTRE
Scale 2 plus Special Schools Allowance (New Appointment). From April 1980, or earlier if possible.
This post has been established to help meet the special educational needs of pupils average ability who experience severe learning difficulties in reading, writing or spelling. The Centre will be accommodated within Westfield Middle School, Bedford.
Application forms and further details obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date: 30th November, 1979.

BERKSHIRE
ADDINGTON SCHOOL
London Bridge Road, Woodley, Reading
(Number on roll 160)
TEACHER of E.S.N. (S) CHILDREN
Scale 3
Required for April, 1980, an experienced and suitably qualified TEACHER of E.S.N. (S) children for a senior post in E.S.N. (S) department. Position will offer opportunities for management and curriculum responsibilities. Scale 3 (S) for suitable applicant. Early visit to school welcome.
Application forms and further details from Head Teacher.
Closing date: December 4.

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC TEACHER of the Deaf—Scale 2(S)
Re-advertisement
A qualified TEACHER of the deaf is required to develop a service to hearing-impaired children, their parents and teachers. This is a new aspect of provision in Calderdale and the successful candidate will be expected to have the initiative and planning skills to develop the project in close collaboration with a psychologist.
[illegible]
The ability to prepare, organise and co-ordinate [illegible]
Further details and application forms from [illegible] Halifax, to which completed forms should be returned by November 30, 1979.
Applications submitted previously will be taken into consideration.

EALING
(London Borough of)
EDUCATION SERVICE
CAVENDISH SCHOOL
Cavendish Avenue, Ealing, London, W.13
Required for January, 1980, experienced TEACHER to work in this junior school for maladjusted children.
To take general subjects with a small class of children.
Interest in benaviour therapy and ability to work out programmes of behaviour modification desirable.
Scale 2 salary for suitable applicant.
Special Schools allowance payable.
Application forms obtainable from the Headmistress (S.A.E.) to be returned as soon as possible.

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
DARTFORD DIVISION
TEMPLE HILL JUNIOR SCHOOL
St. Edmunds Road, Temple Hill, Dartford
TEACHER required to take charge of the special unit attached to the school, during the current—hourly—understanding.
Experience of Special Education and preferably special qualifications. Scale 2. Special Schools allowance. Fringe allowance £[illegible].
Application form available from Divisional Education Officer, Essex Road, Dartford.

TONBRIDGE AND MALLING DIVISION
MALLING HOUSE SCHOOL
Town Hill, West Malling, Kent ME19 6QL
Applications are invited from suitably qualified and experienced teachers for the post of HOUSE-MISTRESS (Scale 2S) plus Residential Responsibility allowance at present £250 per annum and extraneous duty payment of £[illegible] per annum at the above school.
The person appointed will be required to reside in a pleasant unfurnished, carpeted, single bedroom flat in the main building and will be expected to take the Senior Class of about 10 girls and to undertake responsibility for C.S.E. Examination work and Careers. Ability to play the piano and interest in crafts, such as jewellery, candle making, etc., would be an advantage, as would be the ability to drive a car.
Applications should be made in and further details obtained from the Headmaster at the school (West Malling 843918) who would welcome visits by arrangement.

NEWHAM
(London Borough of)
BECKTON SCHOOL
Tollgate Road, London, E16 3LQ
Tel.: 01-474 6536
Head Teacher, Miss P. A. Collier
Roll: 89
Required for January, 1980, or as soon as possible thereafter.—TEACHER preferably with some experience in teaching E.S.N. (S) children for the Nursery Class.
Scale 2 for Music is available to suitable candidates.
Further details and application forms may be obtained from the Head Teacher and should be returned to the undersigned by 30th November, 1979.
London Weighting Allowance £474.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of)
Required January, 1980, or as soon as possible thereafter:—
PERIPATETIC TEACHER (of HEARING-IMPAIRED CHILDREN—Scale 3(s)
Applications are invited from qualified and experienced teachers of the Hearing Impaired for the above post, which is concerned with pre-school children, parent guidance and children with impaired hearing in normal schools (Nursery, Primary and Comprehensive).
The peripatetic teacher will be attached to Newham School for the Deaf and work under the direction of the Head Teacher.
London Allowance £474.
Application forms can be obtained from the undersigned to whom they should be returned by 7th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
PRIMARY SCHOOL LANGUAGE UNIT
Required for April, 1980, experienced TEACHER to take responsibility for a small LANGUAGE UNIT based at Wroxton C.E. Primary School, near Banbury. The teacher appointed will be expected to have had experience in this area of special education and to hold appropriate qualifications. A close working link with other schools and nursery assessment provision is essential. The unit enjoys the full cooperation of the main school to enable the children to integrate into the normal classroom situation and has a day-to-day working relationship with speech therapists, who are closely involved in the programmes for each individual child. Salary Scale 2 plus Special Schools allowance.
Application forms and further details from the Chief Education Officer (Special Education), Macclesfield House, New Road, Oxford OX1 1NA.

Scale 1 Posts

BARNET
(London Borough of)
HAYNES SCHOOL
Brunswick Crescent, New Southgate, N11
Required 1st January, 1980, qualified and experienced TEACHER, to work with a small group of adolescents in this Day Special School for emotionally disturbed children with behaviour problems. An imaginative approach and a sympathetic understanding of the problems facing these children is desirable.
Scale 1 plus Special Schools Allowance.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Application forms (stamped addressed envelope) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, as soon as possible.

GLOUCESTERSHIRE
NEW BARNS
A THERAPEUTIC COMMUNITY for 32 emotionally disturbed boys and girls from [illegible] to 11, where the adults live with the children in a very real sense, is looking for one or two suitably experienced additional RESIDENTIAL MEMBERS of their team willing and able to share fully in the whole life and work of the community.
For one, appropriately qualified, [illegible]

their contribution might lead to special responsibility for one of the small groups involving teaching work.
Appropriate salary scales.
Homer Lane Trust, New Barn School, Church Lane, Toddington [illegible].

HARINGEY
Required for January, 1980.
WILLIAM C. HARVEY SCHOOL (E.S.N. (S) PUPILS)
Adams Road, N17
TEACHER is required for January, 1980, for a two-term fixed appointment in Class 1 Ampere. The teacher will work with children in the severely subnormal group of 16 children in the age range three to six years and will have the support of two full-time Nursery Assistants. There is also back-up from both occupational and physio therapists. Salary Scale 1 (plus Special Schools Allowance).
For further information candidates should contact the Head Teacher, Mrs N. Gates, tel. 808 7120.
London Allowance £474 payable.
Removal expenses—100 per cent allowed in approved cases.
Application forms (S.A.E.) may be obtained from the Chief Education Officer, Education Office, Somerset Road, N.17, to whom forms should be returned by 30th November.

HILLINGDON
(London Borough of)
CHANTRY SCHOOL
Falling Lane, Yiewsley, West Drayton UB7 8AB
Required for January or April, 1980, a TEACHER (Scale 1) for the maladjusted boys and girls of secondary school age. Ability to assist with boys' games would be an advantage and a Scale 2 post may be available for a suitably qualified and experienced teacher.
Special Schools and London allowances payable.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone Uxbridge 50111 Ext. [illegible]), to whom they should be returned as soon as possible.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
HESTON SCHOOL FOR THE DEAF
Vicarage Farm Road, Hounslow TW5 0AJ
Headmaster, Mr. E. C. Darrett, [illegible]
Required, January, 1980, or as soon as possible.
QUALIFIED TEACHER OF THE DEAF. Interests in Art and Careers of value.
Interested teachers would be more than welcome to visit the school in the first instance. Please contact the Headmaster at 01-[illegible] 9159 for an appointment.
London Allowance £327 payable.
Special Schools Allowance payable.
Closing date: Within 14 days.
Application forms (stamped addressed foolscap envelope please) from the Head Teacher at the School, to whom they should be returned by the closing date.

LINCOLNSHIRE
ASSISTANT TEACHER
GAINSBOROUGH WILLIAM HARRISON E.S.N.(M) SCHOOL
Burnham Scale 1, £3,031 to £5,082 plus £72 per annum Supplement
Plus Special Schools Allowance (Number on roll, 100)
Required for January, 1980, a qualified TEACHER for a group of reception class children.
Applicants should have special interest in working with young children who have difficulties in basic skills. Prospective applicants are invited to visit the school.
Application forms and further details, on receipt of S.A.E., from the Headmaster at the school, Middlefield Lane, Gainsborough, Lincolnshire (or S.T.A.P.), to whom they should be returned not later than 30 November, 1979.

LONDON, N.22
NOAH'S ARK TRUST
(Severely mentally handicapped pupils, autistic or with similar characteristics)
Required for permanent appointment from January 1980: young qualified or unqualified TEACHER to teach small groups, mainly boys, aged 9 to 19. Candidates should be men and of good physique to cope with this very demanding, but satisfying work, and, if unqualified, should have a definite aptitude or relevant experience. Hours of day school, D.I.S. required.
Scale 1 with Special Schools allowance if qualified: Scale C.I if unqualified; both with top London weighting.
Details of education, qualifications and career, names of referees and your telephone number, please, to the Principal, Noah's Ark School, 2 Park Avenue, Wood Green, London, N22 4EX. For further information you may call 01-888 [illegible] between 4.30 and 12.00 or 3.00 and 4.00.

NEWHAM
(London Borough of)
LANSBURY SCHOOL
Park Avenue, London E6 [illegible]
(Telephone: 01-472 3871)
Head Teacher: Mrs. A. [illegible]
Required for January, 1980, TEACHER required to work with a Leavers' class in this school for E.S.N.(M) pupils. An interest in and ability in Home Economics and Craft would be an advantage.
Scale 1.
London Allowance £474.
Application forms may be obtained from the Head Teacher and should be returned to the undersigned by 30th November, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
FULFORD CROSS E.S.N.(S) SCHOOL
Fulford Road, York YO1 4PB
(Age range five to 16 years)
Required, an ASSISTANT TEACHER able to offer one of the following subjects:— WOODWORK, METALWORK or POTTERY. Scale 1 S.P.A., but possibility of Scale 2(S) for suitably qualified and experienced teacher.
Further details and application form (to be returned by 7th December, 1979) from the County Education Officer, Room [illegible], County Hall, Northallerton DL7 8AE.

SOLIHULL
EDUCATION COMMITTEE
REYNALDS CROSS SPECIAL SCHOOL (E.S.N.(S))
Hasluck's Green Road, Shirley, Solihull, West Midlands
Telephone: 021-744 [illegible]
TEACHER required for January, 1980, to work in the SPECIAL CARE UNIT which contains six children, four to 16 years. Burnham Salary Scale 1 with Special Schools Allowance to be paid.
Application forms are obtainable from (and returnable to) the Headmaster at the above address within 14 days of the appearance of this advertisement.

SPECIAL EDUCATION
Scale 1 Posts
continued

WALTHAM FOREST
(London Borough of)
GROSVENOR HOUSE SCHOOL
378 Hoe Street, London, E.17
Head Teacher: Mrs. S. Wilkinson
Required January, 1980: ASSISTANT TEACHER to work with a small group of children with a variety of handicaps, aged seven to 10 years, operating at an E.S.N.(S) level. Experience in special education an advantage. Duties will include formulating individual teaching programmes, recording progress, working with parents and professionals of other disciplines. Support available from welfare staff.
Burnham Scale 1 plus Special School Allowance plus Outer London Allowance.
Application forms obtainable from (and returnable to) the Head Teacher.
Closing date: 28th November 1979.

Independent Schools

Headships

COUNTY DURHAM

BARNARD CASTLE SCHOOL
Barnard Castle (Est. 1883)

The Governors invite applications for the post of HEAD of Barnard Castle School, which will become vacant from 1st September, 1980, on the retirement of Mr. S. D. Woods, M.A.

The school is Direct Grant and is now reverting to independent status.

The present Head is a member of the Headmasters' Conference.

The Preparatory School at the moment is separately organised with its own Resident Master and wife, who is responsible to the Head.

There are currently 533 boys, viz: 174 day boys and 242 boarders in the Main School and 43 day boys and 21 boarders in the Preparatory School. There are 120 boys in the Sixth Form.

Salary is Burnham Scale 9 (£8,984 to £9,703) plus Governors' allowance according to age and experience and usual emoluments.

Applicants must be University Graduates and three referees will be required.

Further particulars and application forms available from the Clerk to the Governors, No. 8 Newgate, Barnard Castle, County Durham (telephone (0833) 38326/7). Application form returnable by 7th December, 1979.

SURREY
SHREWSBURY HOUSE SCHOOL
Ditton Road, Surbiton, Surrey
The post of HEADMASTER will become vacant at the end of the Summer Term, 1980.
Shrewsbury House is an old-established, mainly day Preparatory School with about 170 boys.
Intending applicants are invited to write in the first instance for further details, to the Secretary to the Governors, care of the School.

By Subject Classification

Art and Design

Heads of Department

EASTBOURNE
EASTBOURNE COLLEGE
HEAD OF ART wanted for September 1980. New Art School under construction.
Write to the Headmaster, Eastbourne College, Eastbourne, East Sussex, for further details.

SUSSEX
WORTH SCHOOL
Turners Hill, Crawley, Sussex
(R.C., boarding, age range 10 to 18):
has vacancy in April 1980 or September 1980 for DIRECTOR of ART to be responsible for teaching Art and History of Art.
Accommodation provided.
Apply with curriculum vitae and testimonials to Headmaster.

WILTSHIRE
ST. MARY'S SCHOOL
Calne
A challenging opportunity occurs for a HEAD of DEPARTMENT of a newly extended Art Centre in a girl's boarding school of under 300 pupils. The candidate should be fully qualified; widely experienced in drawing, painting and craftwork; a good organizer and able to teach Art and Art History to Advanced level.
There are two assistants in the department, the studios are open all the time during term and this should be thought of as a resident post.

Other Assistants

NOTTINGHAMSHIRE
WORKSOP COLLEGE
H.M.C. Independent
(410 boys, mainly boarding; 40 day girls)
Required for September, 1980: A qualified TEACHER to organise CRAFT, DESIGN and TECHNICAL PROJECT work.
A spacious workshops centre is being built giving wide scope to someone with enterprise, for developing courses and activities for this new department.
Willingness to help with games and to participate fully in boarding school life an advantage.
Own salary scale. Accommodation available, if required.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, Worksop College, Worksop, Notts. S80 3AP.

Careers

WILTSHIRE
ST. MARY'S SCHOOL
Calne
Required in January (or April) 1980: a GRADUATE to be in charge of CAREERS DEPARTMENT and to teach some HISTORY to Advanced Level and University Entrance.
(Independent girls' boarding school.)
Apply with curriculum vitae to the Headmistress.

Classics

Heads of Department

BERKSHIRE
ETON COLLEGE
HEAD OF CLASSICS DEPARTMENT
The college wishes to appoint for September, 1980, a SCHOLAR and TEACHER of distinction to be HEAD of its large CLASSICAL DEPARTMENT of 21 masters.
Accommodation provided.
Further particulars may be obtained from the Headmaster, Eton College, Windsor, Berkshire, to whom applications, including curriculum vitae and the names of at least two referees, should be sent as soon as possible.
(Closing date for applications: 1 December.)

English

MORAY
GORDONSTOUN SCHOOL
(Co-educational boarding 330 boys, 130 girls)
Required for January, 1980, temporary TEACHER of ENGLISH for two terms.
Required for September, 1980, either a good Honours GRADUATE to teach ENGLISH throughout the School or a suitably qualified person to teach Remedial English. It is possible that both appointments will be made. Candidates who have a keen interest in Drama will be at an advantage; ability to help with Games (boys' or girls') would be useful.
Accommodation available: Gordonstoun salary scale; education for staff children at Aberlour House (Gordonstoun preparatory school) and Gordonstoun at greatly reduced rates.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees should be made to the Headmaster, Gordonstoun School, Elgin, Moray IV30 2RF, from whom particulars can be obtained. (Telephone: 034 383 445.)

NORTHAMPTONSHIRE
WELLINGBOROUGH SCHOOL
Required September, 1980, an ENGLISH SPECIALIST to teach throughout the School to "A"/"S" level.
Ability or interest in Drama and Games (Football, Cricket) an advantage.
Applications with curriculum vitae and the names of two referees to the Headmaster.

PERTHSHIRE
STRATHALLAN SCHOOL
Required for September, 1980, energetic young GRADUATE to teach ENGLISH throughout the school. There are presently two "A" level sets and, in addition, three sets for Scottish Highers. Girls have recently been admitted to the Sixth Form. Help with Games and/or Drama would be welcome.
Accommodation available for single or married person.
Further details from P.S.Y.B.
Applications, with full curriculum vitae, and names of two referees, to Headmaster, Strathallan School, Perth, PH2 9EG.

SOMERSET
TAUNTON SCHOOL
Taunton, Somerset TA2 6AD
(Coeducational, Boarding and Day)
ENGLISH GRADUATE required for September, 1980, owing to the retirement of Mrs. D. P. Willcocks, to participate enthusiastically in a successful Department with its own specialist teaching rooms.
The post involves teaching boys and girls throughout the range from age 13 to "A" level work, with the possibility of some Oxford and Cambridge scholarship work.
A suitable candidate may be offered House responsibilities.
For further details apply to the Headmaster, Taunton School, Somerset TA2 6AD.

YORK
POCKLINGTON SCHOOL
(H.M.C.; 700 boys)
Required for September 1980 a GRADUATE to teach ENGLISH through to Sixth Form level. The school operates its own "A" level continuous assessment scheme.
The position of Rugby first XV coach is also vacant for someone with adequate qualifications and experience.
Further details obtainable from the Headmaster, Pocklington School, West Green, Pocklington, York, to whom applications should be made enclosing curriculum vitae and names and addresses of two referees.

HEAD of ACADEMICS required for small private school in Covent Garden to teach English up to "O" Level and if possible History. Person with initiative, organising ability and interested in developing a lively educational curriculum with a bias towards the performing arts. Please telephone 01-836 5709 or 01-836 0870 between 10 a.m. and 3 p.m.

Geography

LONDON W6
ST PAUL'S GIRLS' SCHOOL
Brook Green, London W.6
Required from April 24, 1980, a part-time GEOGRAPHY GRADUATE, male or female, to share in the teaching of the subject to Ordinary level standard, and in Human Geography to Advanced level standard.
The appointment could be a temporary one for the summer term only, or on a permanent basis.
Applications in writing to the High Mistress giving a full curriculum vitae and the names and addresses of two referees.

History

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T.
50 Blmfield Road, Bromley, Kent BR1 2TW
HISTORY GRADUATE urgently required in January; vacancy due to promotion. The successful candidate will share in the teaching of the subject throughout school up to University Entrance, and share also in the flourishing and vigorous Sixth Form integrated Studies programme. The school is due to move in 1981 to new, purpose-built accommodation.
Please apply by letter (no forms) to the Headmistress at the school, giving curriculum vitae and names and addresses of two or more academic referees.

KENT
TONBRIDGE SCHOOL
H.M.C. Boarding and Day School for 677 boys, 13-18
HISTORY
Young good HONOURS GRADUATE (first post, or with a few years' teaching experience) required in September, 1980, to teach HISTORY throughout the School, with particular emphasis in Upper School teaching (three/four sets a year) to Advanced level and Oxbridge.
Ability to contribute to any aspect of the School's extensive extra-curricular activities an added recommendation.
Salary Burnham plus, with possibility of accommodation for married or unmarried candidate.
Applications in writing, with full curriculum vitae, telephone number, and the names and addresses of two referees, to the Headmaster (Mr. C. H. D. Everett), Tonbridge School, Tonbridge, Kent, from whom further particulars can be obtained.

SURREY
KINGSTON GRAMMAR SCHOOL
(H.M.C.; Independent; 580 pupils)
Required for January, 1980, a GRADUATE to teach HISTORY at all levels throughout the School. The post is a permanent one, but a temporary appointment for two terms will be considered.
Burnham Scale 2 is available for an experienced candidate.
Apply with curriculum vitae and names and addresses of two referees to the Headmaster, Kingston Grammar School, 70 London Road, Kingston upon Thames, Surrey KT2 6PY.

Mathematics

DEVON
KELLY COLLEGE
Tavistock
(HMC, 285 boys, 35 sixth form girls, mainly boarding, 125 in Sixth Form, country town 15 miles from Plymouth).
Required in September, 1980, GRADUATE, probably aged 30-45, to teach M.E.I. MATHEMATICS to Oxbridge level. The person appointed could also be Director of Studies. Accommodation available.
Apply to Headmaster with c.v., naming two referees.

MIDDLESEX
MERCHANT TAYLORS' SCHOOL
Wanted for September, 1980, a well-qualified GRADUATE to teach MATHEMATICS throughout the school. Accommodation is available if required. Own salary scale. Willingness to assist with games and extra curricular activities an advantage.
Applications with curriculum vitae and names of two referees to the Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood HA6 2HT as soon as possible.

MIDDLESEX
BUCKINGHAM COLLEGE LOWER SCHOOL
The Ridgeway, Kenton, Middlesex
MATHEMATICS TEACHER wanted for January for boys aged 10 to 12.
Apply immediately to the Head Master.

NEWCASTLE UPON TYNE
DAME ALLAN'S BOYS' SCHOOL
450 Days Boys, 120 Sixth Form
H.M.C. Direct Grant, becoming Independent
MATHEMATICS AND PHYSICS
Required for September, 1980, well-qualified GRADUATE to teach MATHEMATICS throughout the school, and also some PHYSICS at levels depending on qualifications.
A teacher with post-graduate certificate and some experience would be welcome, but candidates qualifying in 1980 are encouraged to apply.
Burnham Salary: Scale appropriate to qualifications and experience. Apply immediately (no forms), with full curriculum vitae and names/addresses of two referees, to the Headmaster, Dame Allan's Boys' School, Fenham, Newcastle upon Tyne NE4 9YJ.

OXFORDSHIRE
RADLEY COLLEGE
The WARDEN of Radley College requires a good honours graduate MATHEMATICIAN for September, 1980. The successful applicant will teach throughout the school, up to and including University Scholarship work. Own salary scale. Accommodation provided.
Applications with curriculum vitae and names and addresses of two referees should be sent to The Warden, Radley College, Abingdon, Oxfordshire, from whom further information may be obtained.

PERTHSHIRE
STRATHALLAN SCHOOL
Required for September, 1980, GRADUATE to teach MATHEMATICS throughout the school including Cambridge Scholarship level: S.M.G. and Additional Mathematics are taught up to "O" level. There are at present two "A" level sets in the Sixth Form and, in addition, some 20 boys take the Scottish Higher. The school is currently installing its own micro computer system and an interest in computer science, together with games, would be welcome.
Accommodation available for single or married person.
Further details from P.S.Y.B.
Applications, with full curriculum vitae and names of two referees, to Headmaster, Strathallan School, Perth, PH2 9EG.

Modern Languages

CUMBRIA
CASTERTON SCHOOL
(Girls' Independent Boarding School)
Required for January 1980; a GRADUATE to share the teaching of FRENCH throughout the school, including some "O" and "A" level work. A qualification in a second language would be an advantage but is not essential.
In the first instance, the appointment will be for two terms but there is the possibility of a permanent post for a suitably qualified applicant.
Please apply, with curriculum vitae and names of two referees, to: The Headmaster, Casterton School, Kirkby Lonsdale, Carnforth, LA6 2SG.

OXFORDSHIRE
ABINGDON SCHOOL
(D.G./Independent, H.M.C., 700 boys 11 to 18, Boarding and Day)
Wanted for September, 1980, a good Honours GRADUATE to teach FRENCH, possibly with some Latin.
Applications (with names, addresses and telephone numbers of two referees) should be sent to the Headmaster, from whom further details may be obtained.

OXFORDSHIRE
RADLEY COLLEGE
The Warden of Radley College requires a good honours GRADUATE in September 1980 to teach GERMAN with FRENCH throughout the school.
Own salary scale.
Accommodation provided.
Applications with curriculum vitae and names and addresses of two referees should be sent to The Warden, Radley College, Abingdon, Oxfordshire, from whom further details may be obtained.

YORKSHIRE
FULNECK SCHOOL
Pudsey, Yorkshire
(Moravian School, founded 1752)
425 boys, part boarding.
Required in January for two terms (in the first instance), JUNIOR FRENCH TEACHER to teach boys up to C.S.E. level.
Salary Burnham Scale 1.
Government superannuation.
Applications to the Headmaster, Fulneck Boys' School, Pudsey, West Yorks. LS28 8DT. Telephone (0532) 571864.

Music

Heads of Department

PERTHSHIRE
STRATHALLAN SCHOOL
DIRECTOR of MUSIC required for September, 1980. Music plays an integral part in the life of the school both within and outside the Chapel. The two resident musicians are at present both organists and visiting musicians help with instrumental teaching for the senior and junior orchestras. Accommodation available for single or married person. Further details from P.S.Y.B.
Applications, with full curriculum vitae and names of two referees, to Headmaster, Strathallan School, Perth, PH2 9EG.

Pastoral

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent boarding school for 600 girls
Vacancy in September, 1980, for the post of RESIDENT HOUSEMISTRESS in a boarding house of girls aged 11 to 16. There is a flat with accommodation for the family of a married housemistress.
Applicants need not have teaching qualifications but the post could be combined with teaching if desired.
Please apply to the Headmistress giving details together with the names and addresses of two referees.

Physical Education

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T.
50 Blmfield Road
Bromley, Kent BR1 2TW
PHYSICAL EDUCATION SPECIALIST urgently needed in January 1980, vacancy due to promotion. Teaching gymnastics, dance and all games throughout the school 11-18, and some junior physical education. In 1981 the school will move to new, purpose-built accommodation with large gymnasium and good facilities on site.
Please apply by letter (no forms) to the Headmistress at the school, giving curriculum vitae and names and addresses of two or more academic referees.

YORK
QUEEN MARGARET'S SCHOOL
Escrick Park
Required in Summer Term or September, 1980, qualified PHYSICAL EDUCATION TEACHER to assist Head of Department. Good Lacrosse and Swimming essential. Resident or non-resident. Burnham Scale 1.
Apply with curriculum vitae and names of two referees or copies of testimonials to the Headmistress.

P.E. TEACHER (F/M) required from Jan/Feb 1980. Full-time post. Applications in writing with c.v. and names of two referees to the Headmaster, Lycée Français de Londres, 35 Cromwell Road, London, S.W.7.

Religious Education

Heads of Department

LONDON
ST. DUNSTAN'S COLLEGE
Stanstead Road, Catford, London SE6 4TY
(Independent H.M.C., 900 Day Boys 7-19)
Required for Summer Term, 1980, HEAD of RELIGIOUS STUDIES DEPARTMENT to co-ordinate the teaching of the subject throughout the school and to organise the school's services and acts of worship. There may be opportunity for teaching another academic subject. Applicants should also indicate their extra curricular interests.
St. Dunstan's is an Anglican Foundation which has now a long and well-established ecumenical tradition. Both laymen and those in Holy Orders will be considered for the vacancy.
Salary above Inner London Burnham; assistance with removal expenses and fees remission scheme are available.
Written applications enclosing curriculum vitae and names and addresses of two academic or professional referees to be received by the Headmaster not later than Monday, 26th November, 1979.

Science

CAMBRIDGE
NEW HALL
Applications are invited from school TEACHERS who are teaching CHEMISTRY to spend a term at New Hall during the academic year 1980/81 as the Salters' Fellow Commoner. Free board and lodging and a small allowance is available.
Particulars may be obtained from the President, New Hall, Cambridge, to whom applications should be sent by 31st March, 1980.

EASTBOURNE
EASTBOURNE COLLEGE
Young PHYSICIST wanted for September 1980 to teach Nuffield course up to "A" level.
Accommodation available. Own salary scale.
Write to the Headmaster, Eastbourne College, Eastbourne, East Sussex, with curriculum vitae and names of two referees.

HAMPSHIRE
CHURCHER'S COLLEGE
(Independent, 410 boys, See P.S.Y.B.)
Petersfield, Hampshire GU31 4AS
(Telephone: 3033)
Required for September, 1980:
A PHYSICS GRADUATE to teach "O" level NUFFIELD and TRADITIONAL "A" level PHYSICS in the Sixth Form (an ability to teach Electronics at "A" level will be an advantage).
The post is resident (bachelor accommodation), with free board and lodging in term time in return for duties on the boarding side. An interest in games and out of school activities will be welcome.
Scale 1 or 2 (dependent on experience) and the Governors are paying above Burnham.
Applications in writing (two referees) to the Headmaster.

LONDON, S.W.1
MORE HOUSE SCHOOL
22/24 Pont Street
(Catholic Independent School: 200 girls, 11 to 18).
Required for April or September, GRADUATE to teach CHEMISTRY from 13 years to "O" and "A" level. Experience of the "A" level Nuffield syllabus preferred. A temporary appointment for the summer term only would be considered. Burnham Scale, Inner London Allowance and Government Superannuation.
Applications in writing, with telephone number to the Headmistress giving curriculum vitae and names of two referees.

LONDON
ELTHAM COLLEGE
H.M.C.; formerly Direct Grant
11 to 18
Day and Boarding
Graduate PHYSICIST required in January, preferably for permanent appointment, to teach PHYSICS from age 13 to "A" level and Open Scholarship standard. Additional commendations include strong interest in Electronics or Computing Science or Engineering. Games ability or interest useful.
Salary not lower than Scale 2 and depending on qualifications and experience. Own salary scale under consideration. Bachelor accommodation may be available later.
Applications, with names of two referees and curriculum vitae, to Headmaster, Eltham College, London SE9 4QF.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 600 girls. Sixth Form of 150.
PHYSICS.
Qualified GRADUATE SCIENTIST required for January, 1980, to teach the subject to Advanced level. Well equipped laboratories with laboratory assistance. Non-resident. Salary Burnham Scale 1.
Applications to the Headmistress with copies of testimonials and the names and addresses of two referees.

Technical Studies

Heads of Department

KENT
TONBRIDGE SCHOOL
H.M.C. Boarding and Day School for Boys 13-18 Years
DIRECTOR OF TECHNOLOGY
A DIRECTOR of TECHNOLOGY is required in September, 1980, to succeed Mr. R. J. Hughes on his retirement. The curriculum, buildings and staff of the Technology Department have been substantially increased in the past few years. Two full time teachers and one part time assistant using four specialist rooms now provide for engineering, electronics and radio, metalwork and woodwork. All boys do technology for one period in their first year and about 100 boys have two periods in their second year, and there are numerous options classes in the Middle and Upper School as well as extensive extra-curricular work.
Experienced teachers qualified in any of the skills mentioned will be considered for the Directorship but preference is likely to be given to those with expertise in microprocessors/electronics/engineering/principles of design, with some industrial experience, and the ability to establish links with the Physics and Mathematics Departments. It is the School's policy to continue the substantial expansion of technology work achieved in the last decade.
Salary according to qualifications and experience on the Tonbridge scale, which is significantly above Burnham. Possibility of accommodation for married or unmarried candidates.
Applications with full curriculum vitae and the names and addresses of two referees to the Headmaster, School House, Tonbridge School, Tonbridge, Kent.

Other than by Subject Classification

Heads of Department

LONDON N6
CHANNING SCHOOL
Highgate, London N6
Independent Day School for Girls 420 pupils (age 5-18)
Required for September, 1980, HEAD of JUNIOR DEPARTMENT on own site (100 girls, age 5-11). Candidates should have good experience and organising ability.
Burnham Scale, Maximum London Weighting.
Further details may be obtained from The Headmistress, Channing School, London N6 5HF, to whom applications should also be made by letter, enclosing curriculum vitae, names of two referees and copies of any recent testimonials.
Closing date for applications is 30th November, 1979.

Other Assistants

CAMBRIDGE
NEW HALL
Applications are invited from school TEACHERS in any subject to spend a term at New Hall during the academic year 1980/81 as a Fellow Commoner. Free board and lodging and a small allowance is available.
Particulars may be obtained from the President, New Hall, Cambridge, to whom applications should be sent by 31st March 1980.

GABBITAS-THRING HAVE MORE THAN 100 TEACHING VACANCIES
in Independent Schools on their books. For more information, please contact: The Appointments Department,
GABBITAS-THRING SERVICES LTD.
6, 7 and 8 Sackville Street, London W1X 2BR
Tel.: 01-734 0161

HAMPSHIRE
Required for January, FORM TEACHER, fully qualified, experienced preferred, for class of eight to nine-year-olds in this small independent Day School for girls aged four to 16.
Applications, with names and addresses of two referees and full curriculum vitae to the Headmistress, Wykeham House School, 69 High Street, Fareham.

LONDON
UNIVERSITY COLLEGE SCHOOL
Hampstead
(540 pupils, 240 Sixth Form)
Requires the following staff in September, 1980:
(1) TEACHER to organise CRAFT, DESIGN TECHNOLOGY work.
(2) Graduate TEACHER for POLITICS and GEOGRAPHY to "A" level.
(3) Graduate TEACHER for CHEMISTRY and PHYSICS to "O" level; some Sixth Form work in Chemistry would be available to a suitable candidate. This is an additional post to a flourishing Department.
Involvement with extra-curricular activities including games will be a strong recommendation in all three posts.
University College School is an Independent Day School. Details can be found in the P.S.Y.B. A prospectus will be sent on request to the Headmaster's Secretary. Own salary scale and the successful applicant will be placed at a suitable point according to age and experience.
Applications with full curriculum vitae and the names of two referees to the Head Master, University College School, Frognal, London NW3 6XH, as soon as possible.

LONDON W.8
KENSINGTON HIGH SCHOOL
JUNIOR SCHOOL
(The Girls' Public Day School Trust)
Required in January or September, 1980, a TEACHER of PHYSICAL EDUCATION, to include Netball, Tennis, Gymnastics, Swimming and Educational Dance. The 114 girls in the school are aged between five and 12 years. An ability to teach French or Biology would be an advantage but not essential. Experience preferred.
Burnham Scale with Inner London Allowance. A Scale 2 Post available for teacher with the necessary experience and qualifications.
Apply to the Headmistress with curriculum vitae and the names of two referees: The Headmistress, 17 Upper Phillimore Gardens, London W8 7HF.

Merchiston Castle School

The Governors will shortly proceed to the appointment of a HEADMASTER to fill the vacancy which will arise following the retirement of the present Headmaster, Mr D. J. Forbes, M.A., in March, 1981.

Details of the School will be found in the Public Schools Year Book.

Intending applicants should apply for particulars of the appointment to Mr N. F. S. Will, C.A., Secretary to the Governors, Merchiston Castle School, Colinton, Edinburgh EH13 0PU. Applications must be submitted before December 31st, 1979.

SCOTTISH APPOINTMENTS

Applicants for posts in state or grant-aided primary or secondary schools must satisfy the registration requirements of the General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh.

THE QUEEN'S COLLEGE, GLASGOW

(A Scottish Central Institution)

DEGREE COURSE LEADER

(Senior Lecturer A—P.L. equivalent)

Salary Scale : £7,800-£9,855

A graduate is required (Home Economics, Catering Management, Food Science or Food Technology) to lead a team which will develop a Catering and Accommodation Administration degree course (CNAA). The post will provide an excellent opportunity for career development for the right person.

Further particulars and application forms may be obtained from the Administrative Assistant (Personnel), The Queen's College, Glasgow, 1 Park Drive, Glasgow G3 6LP (Tel. No. 041-334 8141, Ext. 52). Please quote REFERENCE TES/79 when requesting information.

Closing Date for this post is 30th November, 1979.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

PRINCIPAL

West Lothian College of Further Education
Bathgate

This senior post will become vacant at the end of the current session on the retiral of the present Principal.

The College offers a wide range of full-time and part-time courses at craft and technician levels in Building, Business Studies, Engineering, Catering, Hairdressing, and General Education. It is a Grade 5 College in terms of the Scottish Teachers' Salaries Memorandum, 1978.

The salary is at present £12,432 per annum.

Applicants must hold appropriate academic and professional qualifications and have had suitable experience at senior level in further education.

Application forms and further particulars may be obtained from :

Mr J. W. Sellars
Divisional Education Officer
40 Torphichen Street
Edinburgh EH3 8JJ

to whom completed forms should be returned by Tuesday, December 18, 1979.

EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the following post :

Skerries School, Out Skerries

Primary Teacher

Skerries School is a two-teacher school on an island approximately ten miles East of the Shetland Mainland. There are eleven primary pupils.

Island Allowance £312 ;
Remoteness Payment £333

An additional allowance of £676 per annum is presently payable to teachers in Shetland.

Salary will be in accordance with the Scottish Teachers Salaries Memorandum.

Application forms and further information may be obtained from the Director of Education, 1 Harbour Street, Lerwick, Shetland, ZE1 0LS. Completed forms should be returned by 23rd November, 1979.

SHETLAND ISLANDS COUNCIL

INDEPENDENT
Other Assistants continued

PEMBROKESHIRE
PANTEG SCHOOL
Small family school for boarding or day pupils. Boys and girls. (girls to 7th form). Co-educational influence with emphasis on music and drama. Experienced staff for children from January 1980.
Prospectus and further details from The Secretary, Panteg School, Narberth, Dyfed.

SOMERSET
ST AUDRIES SCHOOL
West Quantoxhead
Near Taunton
(Tel. 029 82 241)
A qualified TEACHER, preferably a specialist, is required for boys of 8-13 for PHYSICS, CHEMISTRY and MATHEMATICS starting in Jan or at Roussimarvs to about 10 girls.
A resident mistress is also required for January 1980 or as soon as possible thereafter.
Although the headmistress has a reduced time-table, a non-resident assistant to help appointment could be considered.
Applications giving details of qualifications and experience and the names and addresses of two referees, should be sent to the Headmaster.

SURREY
CITY OF LONDON
FREEMEN'S SCHOOL
Ashtead Park

Co-educational day and boarding grammar school (G.P.I.M.T.A.) governed by the Corporation of London. 640 on roll.
ASSISTANT GRADUATE MASTER/MISTRESS required for January to take GCE work up to Advanced level. Assistance with Drama is a recommendation. Scale 3 or 4 plus graduate allowance, experience, with school allowance.
Apply in confidence with curriculum vitae and names of two referees.

SUSSEX
Required as soon as possible, RESIDENT ASSISTANT MATRON to supervise and help with the daily domestic and cooking requirement of boys. She will be a member of staff, headed by the Senior Matron.
Please apply in writing to the Headmaster, giving details of age, experience, with the names of two referees, Hawkhurst Court School, Hillborough Green, Billingshurst, West Sussex, RH14 0HT.

SUSSEX
Required January, SENIOR MATRON for Co-ed Coaching Preparatory School. Applicants must possess suitable qualifications and experience.
Please apply in writing, stating your age, and giving the names and addresses of two referees to The Headmaster, Hawkhurst Court School, Hillborough Green, Billingshurst, West Sussex RH14 0HT.

Preparatory Schools

By Subject Classification

Geography

BUCKINGHAMSHIRE
THE BEACON SCHOOL
A day Preparatory School of 300 boys and 70 in VI Form requires for January 1980, a qualified GEOGRAPHY TEACHER with a view to taking over as Head of Department in September, 1980.
Games coaching ability essential.
Salary Scale.
Government Superannuation.
Residence or non-resident.
Applications in writing, together with Curriculum Vitae to The Headmaster, The Beacon School, Dropmore Road, Amersham, Buckinghamshire HP6 6PF.

Mathematics

LONDON, S.W.14
Required for May-September, 1980, or earlier, TEACHER of MATHEMATICS to I.A.P.S. boys' day school.
Ability to assist with Games essential.
Graduate, at least equivalent to Burnham Scale with London Allowance, and Teacher's Registration.
Apply in writing, giving full career details, the names of two referees, to the Headmaster, Tower House School, 142 Sheen Lane, East Sheen, SW14 8LP.

SEPTEMBER 1980.—Teacher to take Senior Maths to public school scholarship standard. Possibility of combining this with senior English teaching. IAPS Co-educational boarding school. Non boys and girls aged 8-13 years. Salary according to Burnham Scale and T93. Small flat available. Please apply to Headmaster, Windlesham House School, Washington, Pulborough, West Sussex.

Modern Languages

NORTH YORKSHIRE
GROSVENOR HOUSE SCHOOL
Harrogate, Harrogate HG2 9JH
Required January, 1980, TEACHER to teach FRENCH to P.S.E. and G.C.E. standard in I.A.P.S. School. Ability to assist with games and/or games would be a great advantage. Bachelor accommodation available if required. The school, which has both boarders and day boys, is situated six miles from Harrogate.
Apply to the Headmaster in writing with curriculum vitae and names of two referees.

OXON
MOULSFORD PREPARATORY SCHOOL
Moulsford-on-Thames,
Oxon, OX10 9HH
Required September 1980 (earlier if possible),
FRENCH TEACHER capable of teaching this subject to G.C.E. and P.S.S. level.
Salary will be on Burnham Scale and a responsibility allowance will be available for a person who has had previous teaching experience. A willingness to help with games is essential.
Written application accompanied by a Curriculum Vitae together with the names and addresses of two referees should be sent to the Headmaster at the above address as soon as possible.

Physical Education

LONDON E17
FOREST SCHOOL
Independent.
Required for April, 1980.
Experienced TEACHER to take charge of a form of 9-10-year-old boys and to give overall responsibility for GAMES throughout the Preparatory (7-13) Department. This is an important post and suitable applicants might be considered for additional responsibilities within the school.
Burnham Scale 3 post. Accommodation.

THE QUEEN'S COLLEGE, GLASGOW

LECTURER 'A' IN CATERING STUDIES

(Temporary Appointment)

A lecturer is required to teach Catering and Food Studies to courses up to HND level. Appropriate industrial experience is essential. Teaching experience would be an advantage.

Salary Scale : £4,422-£8,391 per annum.

Further particulars and application forms may be obtained from the Administrative Assistant (Personnel), The Queen's College, Glasgow, 1 Park Drive, Glasgow G3 6LP. (Telephone : 041 334 8141, Extension 52). Please quote reference TES/79 when requesting information.

Closing Date for this post is 30th November, 1979.

Education Department

Teaching Vacancies

Applications are invited from appropriately qualified registered teachers for the following posts :

1. Secondary Posts

(a) Anderson High School, Lerwick, six-year comprehensive (Roll 950)
(i) Teacher of French/German or of either subject.
(ii) Teacher of Technical Education. Island Allowance £312.

(b) Symbister House Junior High School, Whalsay, four-year comprehensive (Roll 200)
(i) Teacher of French/English.
(ii) Teacher of Technical Education. Island Allowance £312 ; Remoteness Payment £294.

(c) Sandwick Junior High School, four-year comprehensive (Roll 200)
Teacher of Mathematics.
Island Allowance £312 ; Remoteness Payment £162.

(d) Baltasound Junior High School, Unst, four-year comprehensive (Roll 159)
Teacher of Geography/Mathematics.
Teacher of Art (with some work in feeder primaries).
Island Allowance £312 ; Remoteness Payment £294.

2. Primary Posts

(a) Mossbank Primary School (Roll 200)
(i) ASSISTANT HEAD TEACHER (Early Education).
Responsibility Element £750 ;
Island Allowance £312 ; Remoteness Payment £162.
(ii) Teacher of Infants.
Island Allowance £312 ; Remoteness Payment £162.
HOUSING IS AVAILABLE WITH THESE POSTS.

(b) Sandwick Junior High School (Primary roll 86)
Teacher of P 4/5.
Island Allowance £312 ; Remoteness Payment £162.

(c) Baltasound Junior High School, Unst (Primary roll 91)
Teacher of P 5
Island Allowance £312 ; Remoteness Payment £294.

(d) Symbister House Junior High School, Whalsay (Primary roll 138)
Teacher of P 3.
Teacher of P 6.
Island Allowance £312 ; Remoteness Payment £294.

For all the above posts both Primary and Secondary an additional allowance of £676 per annum is presently payable.

Salaries for the above posts in accordance with the Scottish Teachers' Salaries Memorandum.

Application forms may be obtained from the Director of Education,
1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms should be returned by 23rd November, 1979.

SHETLAND ISLANDS COUNCIL

Other than by Subject Classification

KENT
FRIARS SCHOOL
Great Chart, Ashford, Kent
(1,050 Day and Boarding : 160 boys)
Required for January, qualified TEACHER for JUNIOR SUBJECTS for 8-10 year olds.
Games and extra curricular activities desirable.
Single or married accommodation. Burnham.
Rural setting.
Applications naming two referees to the Headmaster.

PREPARATORY
Other Assistants continued

KENT
HURSTLEY PARK SCHOOL
Hickley, Kent
Required full-time TEACHER for January 1980, to teach ENGLISH to two forms of 9 year olds, literature to N. 'a' and 10 year plus and science and mathematics to lower forms (cricket and soccer) to N to 13 year olds.
Hickley salary scale (above Burnham), non resident.
Apply in writing to the Headmaster.

LONDON, S.W.10
Required immediately or January, TEACHER for 8-9 year olds. Music/Art desirable.
Burnham Scale, Government Superannuation.
Curriculum Vitae to Redcliffe School, 47 Redcliffe Gardens, London, S.W.10.

NORFOLK
INFANT TEACHER, qualified and experienced, required in April 1980 for small class of 4-year-olds in private day-time nursery. Ability to play piano an asset. Burnham plus.
Apply in writing with names of two referees to the Headmaster, Tavernham Hall, Norwich, NR9 4HU.

NORTH WALES
RYDAL PREPARATORY SCHOOL
Colwyn Bay, Clwyd, North Wales, LL29 7HP
Required in April or September, 1980, a TEACHER to take charge of French throughout the School and to teach French to Public School Scholarship standard. Experience desirable, especially Rugby.
Single accommodation available if required. The school, which has both boarders and day boys, is situated six miles from Harrogate.
Apply in confidence in writing with curriculum vitae and names of two referees.

OXON
MOULSFORD PREPARATORY SCHOOL
Moulsford-on-Thames,
Oxon, OX10 9HH
Required September 1980 (earlier if possible),
FRENCH TEACHER capable of teaching this subject to G.C.E. and P.S.S. level.
Salary will be on Burnham Scale and a responsibility allowance will be available for a person who has had previous teaching experience. A willingness to help with games is essential.
Written application accompanied by a Curriculum Vitae together with the names and addresses of two referees should be sent to the Headmaster at the above address as soon as possible.

SURREY
CITY OF LONDON
FREEMEN'S SCHOOL
Ashtead Park

Co-educational day and boarding grammar school (G.P.I.M.T.A.) governed by the Corporation of London. 640 on roll.
ASSISTANT GRADUATE MASTER/MISTRESS required for January to take ENGLISH up to Advanced level. Assistance with Drama is a recommendation. Scale 3 or 4 plus graduate allowance, experience, with school allowance.
Apply in confidence with curriculum vitae and names of two referees.

SUSSEX
Required as soon as possible, RESIDENT ASSISTANT MATRON to supervise and help with the daily domestic and cooking requirement of boys. She will be a member of staff, headed by the Senior Matron.
Please apply in writing to the Headmaster, giving details of age, experience, with the names of two referees, Hawkhurst Court School, Hillborough Green, Billingshurst, West Sussex, RH14 0HT.

SUSSEX
Required January, SENIOR MATRON for Co-ed Coaching Preparatory School. Applicants must possess suitable qualifications and experience.
Please apply in writing, stating your age, and giving the names and addresses of two referees to The Headmaster, Hawkhurst Court School, Hillborough Green, Billingshurst, West Sussex RH14 0HT.

Colleges of Further Education

Directors and Principals

BIRMINGHAM
FILTON COLLEGE
Bristol Road, Birmingham
APPOINTMENT OF PRINCIPAL
Applications are invited for the post of PRINCIPAL.
The College has been reconstituted and will open in September, 1980, with full support from statutory and voluntary bodies in adult education.
It will offer one-year residential courses of liberal studies to men and women to help them to develop their personal capacities and to play a more responsible part in the community.
The post of Principal will be a key one in achieving the College's aims.
It is hoped that the Principal will be available to take up his duties essential work before the College opens.
Salary at an appropriate point within a range equivalent to that of Principal Group 5 (at present £10,110 to £12,834).
The Principal will be expected to live on the premises. A large six-bedroomed house is available rent free.
Further particulars from the Chairman, Staffing Committee, Stratford College, Sally Oak, Birmingham B28 8AJ (021-472 0116) to whom applications (with names of three referees) from U.K. residents should be sent, from overseas by 31 December, 1979.

Heads of Department

COUNTY OF AVON
EDUCATION SERVICE
BRISTOL TECHNICAL COLLEGE
Ashley Road
Principal, F. J. Hawley, M.Sc.
Applications are invited from suitably qualified and experienced persons for the following posts :—
HEAD OF DEPARTMENT of Electrical Engineering.
HEAD OF MECHANICAL ENGINEERING.
The post becomes vacant on the 1st May, 1980, on the retirement of the present holders of the posts.
The Department caters for Mechanical and Production Engineering, Electrical Engineering and Electronics, Motor Engineering and Technology, Telecommunications Engineering, Refrigeration and Air Conditioning, Engineering Technology and Engineering Craft Studies.
Further details of the posts and conditions of service may be obtained from the Principal, Bristol Technical College, Ashley Road, Bristol BS2 9BJ, to whom completed applications should be returned by 30th November, 1979.

HAMPSHIRE
COUNTY COUNCIL
FARNBOROUGH TECHNICAL COLLEGE
Boys Road, Hlasingstoke
Farnborough (0252)
APPOINTMENT for DESIGN and CREATIVE ARTS—Grade III.
Applications are invited for the above post.
Salary on scale £7,338 to £8,283 plus supplements.
Application forms and further particulars available from the Registrar of the College.

Other Appointments

CAMBRIDGESHIRE
ISLE OF ELY COLLEGE OF AGRICULTURE AND HORTICULTURE
LECTURER I in ENGLISH
LECTURER I in CHEMISTRY
required for January, 1980, or as soon as possible thereafter.
Candidates should be graduates and have had a teaching post. The work is throughout the wide ability range of G.C.E. and C.S.E.
Application forms and further details may be obtained from the Principal, Isle of Ely College of Agriculture and Horticulture, Wisbech, Cambridgeshire PE13 2JS.

CLEVELAND
(County of)
KIRBY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS EDUCATION
Applications are invited for the following posts, to start as soon as possible after appointment :
SENIOR LECTURER in SHORTHAND/TYPEWRITING. Applicants must be professionally qualified and experienced in the teaching of Secretarial and Management subjects to final professional level.
LECTURER, Grade II, in LAW to teach mainly Business Law and Industrial Law to part-time classes.
LECTURER, Grade II, in COMMUNICATION : to teach Communication to a variety of full-time and part-time classes.
Salary : £5,469 to £6,396.
Application forms and further particulars may be obtained from the Principal, to whom completed application forms should be returned no later than 30th November, 1979.

COVENTRY
HENLEY COLLEGE OF FURTHER EDUCATION
Required from 1st January, 1980,
LECTURER in CATERING AND COMMUNICATION STUDIES
To teach on a wide range of vocational courses. Candidates should be graduates with teaching qualifications. Experience of the hotel and catering industry would be an advantage.
LECTURER I IN SOCIAL and LIFE SKILLS
For Coventry Training Workshop. To work on courses for the unemployed funded by the M.S.C.
Individuals with experience, shop-floor or commercial, is considered more important than academic qualifications.
Salaries within the range £[illegible]-£5,480-£6,086 p.a.
Further details and application form from the Principal, Henley College, Coventry Road, Dell Green, Coventry, CV2 2TU (evening recorded message, 0203 [illegible]). Closing date 26th November, 1979.

SURREY
WIMBLEDON HOUSE SCHOOL
107 Dilton Road, Surbiton
Required for January, 1980, a TEACHER for GENERAL SUBJECTS with boys aged 7 and 10, and games—rugby, squash, 1st XI cricket.
Single accommodation possible.
Apply with full details and with names of two referees, to the Headmaster.

Colleges of Further Education

Directors and Principals

BIRMINGHAM
FILTON COLLEGE
Bristol Road, Birmingham
APPOINTMENT OF PRINCIPAL
Applications are invited for the post of PRINCIPAL.
The College has been reconstituted and will open in September, 1980, with full support from statutory and voluntary bodies in adult education.
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The post of Principal will be a key one in achieving the College's aims.
It is hoped that the Principal will be available to take up his duties essential work before the College opens.
Salary at an appropriate point within a range equivalent to that of Principal Group 5 (at present £10,110 to £12,834).
The Principal will be expected to live on the premises. A large six-bedroomed house is available rent free.
Further particulars from the Chairman, Staffing Committee, Stratford College, Sally Oak, Birmingham B28 8AJ (021-472 0116) to whom applications (with names of three referees) from U.K. residents should be sent, from overseas by 31 December, 1979.

Heads of Department

COUNTY OF AVON
EDUCATION SERVICE
BRISTOL TECHNICAL COLLEGE
Ashley Road
Principal, F. J. Hawley, M.Sc.
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HEAD OF DEPARTMENT of Electrical Engineering.
HEAD OF MECHANICAL ENGINEERING.
The post becomes vacant on the 1st May, 1980, on the retirement of the present holders of the posts.
The Department caters for Mechanical and Production Engineering, Electrical Engineering and Electronics, Motor Engineering and Technology, Telecommunications Engineering, Refrigeration and Air Conditioning, Engineering Technology and Engineering Craft Studies.
Further details of the posts and conditions of service may be obtained from the Principal, Bristol Technical College, Ashley Road, Bristol BS2 9BJ, to whom completed applications should be returned by 30th November, 1979.

HAMPSHIRE
COUNTY COUNCIL
FARNBOROUGH TECHNICAL COLLEGE
Boys Road, Hlasingstoke
Farnborough (0252) 541411
APPOINTMENT for DESIGN and CREATIVE ARTS—Grade III.
Applications are invited for the above post.
Salary on scale £7,338 to £8,283 plus supplements.
Application forms and further particulars available from the Registrar of the College.

Other Appointments

CAMBRIDGESHIRE
ISLE OF ELY COLLEGE OF AGRICULTURE AND HORTICULTURE
LECTURER I in ENGLISH
LECTURER I in CHEMISTRY
required for January, 1980, or as soon as possible thereafter.
Candidates should be graduates and have had a teaching post. The work is throughout the wide ability range of G.C.E. and C.S.E.
Application forms and further details may be obtained from the Principal, Isle of Ely College of Agriculture and Horticulture, Wisbech, Cambridgeshire PE13 2JS.

KINGSTON upon THAMES
(Royal Borough of)
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hill Road,
Kingston upon Thames, KT1 2AQ
Required for 1st January, 1980,
SENIOR LECTURER in ENGINEERING
LECTURER I in BIOLOGICAL SCIENCES to work on basic GCE 'A' and ONC levels.
A degree or a British University or equivalent qualification essential with teaching experience desirable.
Experience in industry desirable.
Salaries—Lecturer I—£5,184-£6,072.
Plus £627 London Weighting.
Starting point on scale according to experience and qualifications.
Assistance with removal expenses available in approved cases.
Please apply in writing to the Principal quoting post number TY 79/51 for full particulars and application form containing large stamped addressed envelope.
Completed forms should be returned as soon as possible.

LONDON
INNER LONDON EDUCATION AUTHORITY
NORTH LONDON COLLEGE
DEPARTMENT OF SCIENCE AND ENGINEERING
LECTURER I required as soon as possible to lead Work Study and ALLIED SUBJECTS in particular Work Study and aspects of Processes, Mathematics and Statistics to ONC, HNC and C.G.L.I. and some lower level courses. Applicants should have practical experience as well as academic qualifications.
Salary scale on a incremental scale £5,184 to £6,072 plus supplement of £6 per month, plus special responsibility allowance of £474 (inner London allowance) and £72 interim award.
Starting point depending on qualifications, training and experience.
Assistance may be given towards removal and other expenses.
Further details and forms of application returnable within 14 days of this advertisement from the Senior Administrative Officer, North London College, Holloway Road, London N7 8DB (Tel. 607 0154).

HERTFORDSHIRE
ST ALBANS AND COLLEGE
The Campus, Walwyn Garden City
DEPARTMENT OF COMPUTER STUDIES
LECTURER II IN DATA PROCESSING
(based at Boreham Wood)
This College is in the forefront of providing computer aided courses and applications. Some 500 students a year receiving such training in operating and programming. As well as full and part-time day and evening courses, we also provide for "one day release". A vacancy exists for a LECTURER to lead the Data Processing team. Experience in computer operations and programming is essential.
Salary Scale £5,670 to £7,149 (10 increments) plus £72 per annum interim award. Initial salary is fully negotiable above £1,250 London Fringe Allowance.
Forms and further details from the Head of Personnel, The College, Hatfield Road, St Albans, Herts AL1 3RS (telephone Welwyn Garden 28518).
Closing date 7.11.79.

KENT
COUNTY COUNCIL
NORTH WEST KENT COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS, FINANCIAL AND CATERING STUDIES
Applications are invited for the following posts :—
LECTURER I in BUSINESS STUDIES from graduates with teaching qualifications and commercial and teaching experience, to lead courses mainly at the Dartford branch, in the first instance.
Salary : Burnham Scale Lecturer II, £5,184-£6,072 p.a., London weighting, London Fringe Area allowance with an increase in basic rate. Assistance with relocation expenses payable in appropriate cases.
Application forms, to be returned by Friday, November 30, 1979, and further details from the Acting Principal, North West Kent College of Technology, Wilmin Road, Dartford, Kent DA1 2LE.

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
Paddington Green, London W2 1NB
PHYSICS & MATHEMATICS
SCHOOL OF PHOTOGRAPHY
PHOTOGRAPHY : Two posts required to specialise in, share in the teaching of photographic processes, and to develop and participate in the study of art or design or the history of photography to meet the needs of courses for the C.G.L.I. 7/43 and 7/44, the B.A. (Hons.) degree, Certificates and for the C.N.A.A.
LECTURER II in Physics with Applied Mathematics
Salary scale in accordance with the Burnham (FE) Report, with the present incremental scale for the range and to be £5,184 to £6,072 plus supplement of £6 per month subject to formal approval and £474 inner London Allowance, starting point depending on qualifications, training and experience.
Assistance may be given with household removal expenses.
Further particulars, and application forms returnable within 14 days of this advertisement, from the Secretary to the Department (ref: P/DH).

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
Paddington Green, London
PHYSICS & MATHEMATICS
SCHOOL OF PHOTOGRAPHY
PHOTOGRAPHY : Two posts required to specialise in, share in the teaching of photographic processes, and to develop and participate in the study of art or design or the history of photography to meet the needs of courses for the C.G.L.I. 7/43 and 7/44, the B.A. (Hons.) degree, Certificates and for the C.N.A.A.
LECTURER II in Physics with Applied Mathematics
Salary scale in accordance with the Burnham (FE) Report, with the present incremental scale for the range and to be £5,184 to £6,072 plus supplement of £6 per month subject to formal approval and £474 inner London Allowance, starting point depending on qualifications, training and experience.
Assistance may be given with household removal expenses.
Further particulars, and application forms returnable within 14 days of this advertisement, from the Secretary to the Department (ref: P/DH).

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH WEST LONDON COLLEGE
PROFESSIONAL AND GENERAL EDUCATION DEPARTMENT
READVERTISEMENT
Required in January, 1980,
LECTURER I in COMMERCIAL SUBJECTS to teach on courses of Secretarial and Commercial courses. Typewriting (including audio), Secretarial and Office Practice, Economics, Business Communications, Additional specialisms in Business Mathematics, Accounting or Law. Background to Business Studies/Social and Office/Secretarial/Executive Studies.
Salary Scale : Lecturer Grade I—on an incremental scale £5,184 to £6,072 plus supplement of £6 per month plus supplement of £72 interim award, plus £474 inner London allowance, starting point depending on qualifications, training and experience. Assistance may be given towards removal and other expenses.
Further details and forms of application returnable within 14 days of this advertisement from the Senior Administrative Officer, South West London College, Tooting Broadway, S.W.17 (T.202).

LONDON
INNER LONDON EDUCATION AUTHORITY

PRINCIPAL
(GROUP 6)

Applications are invited from persons with appropriate qualifications and experience at a senior level in further education, for the post of Principal of Tottenham College of Technology, which falls vacant on 1st May, 1980.
Application forms and further details may be obtained from :
London Borough of Haringey, Further Education Division, 476 High Road, Tottenham, N17 (please enclose SAE), or by telephoning Miss Woodhouse on 01-801 3186 ext 20.
Completed applications should be submitted by 30th November, 1979.

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
Paddington Green, London W2 1NB
ENGINEERING TECHNOLOGY DEPARTMENT
LECTURER Grade I, ELECTRICAL ENGINEERING, to teach mainly to part-time students (day-time and evening) for the following courses : H.N.C. Part I, Part II, Electrical Certificate or equivalent, Industrial experience essential, Teacher training or experience desirable.
LECTURER Grade I, to teach MECHANICAL ENGINEERING SKILLS and PRINCIPLES to craft and technician students. An appropriate C.G.L.I. qualification or H.N.C. with a craft background, is essential. Teacher training or experience desirable.
Re-advertisement. Applications already received will continue to be considered.
Salary scale in accordance with the Burnham (F.E.) Report, on an incremental scale within the range £5,184 to £6,072, plus supplement of £6 per month subject to formal approval and £474 inner London allowance, starting point depending on qualifications, training and experience.
Assistance may be given with household removal expenses.
Further particulars and application forms from the Secretary to the Department (Ref. E/MDA).

LONDON
PART-TIME BUSINESS LECTURERS
To teach Accounting, Marketing, Exporting Data Processing, Law, Business Organisation, Economics, Statistics, Communications, Personnel Studies at professional level.
Degrees only from January, £7 per hour.
City Tuition Centre, 67/85 Seven Sisters Road, N.7a Telephone: 263 9357/8.

NORFOLK
COUNTY COUNCIL
GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ENGINEERING AND CONSTRUCTION
LECTURER I required for January, 1980, or a soon as possible thereafter to teach MECHANICAL and ELECTRICAL ENGINEERING.
The person appointed will be required to teach full time and part-time students including those following City and Guilds Engineering Crafts Studies and Technician courses, including appropriate subjects in Technology.
Applicants (m/f) should be suitably qualified and have had industrial experience. Application form and particulars of appointment may be obtained from the Principal, College of Further Education, Great Yarmouth, NR31 0JU (0493 [illegible]). Completed forms should be submitted within fourteen days of the appearance of this advertisement.
Salary scale: Lecturer Grade I in accordance with the Burnham (F.E.) Report 1979, £5,184 to £6,066 per annum.

PART-TIME GCE TEACHERS
Graduates required to teach English, Physics, Chemistry, Maths, Economics, Commerce, Law, Accounts, Sociology for 6-12 hours per week (day-time and evening).
£2,376-£6,650 per hour.
City Tuition Centre,
67/85 Seven Sisters Road, N7
Tel.: 263 9357/8.

SURREY
BURGHLEY COMMITTEE
WOKING COUNTY COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey, GU1 1EZ
Principal : E. L. Wilson, B.Sc., A.R.I.C., C.Eng., M.I.(Mech.)E.
Lecturers are invited for the following vacancies available from 1st January, 1980.
DEPARTMENT OF ENGINEERING
LECTURER Grade II in MOTOR VEHICLE ENGINEERING Conditions may be made to offer a range of subjects for Motor Vehicle Craft students.
Appropriate qualifications, together with industrial experience is essential. Teaching experience is desirable, but not essential.
Salary : Lecturer Grade Scale, £5,480 to £6,066 plus £6 per month, plus £72 interim award.
Generous relocation expenses are available in approved cases.
Further particulars and application forms available from the principal on receipt of a stamped addressed envelope. Completed application forms should be returned as soon as possible.

LONDON BOROUGH OF HARINGEY

Tottenham College of Technology — High Road, N15 4RU — 01-802 3111

Principal : F. C. Thurling, B.A. (Hons.), A.C.I.S., F.R.S.A.
Required as soon as possible :

HEAD OF DEPARTMENT of HEALTH, HAIRDRESSING AND FLORISTRY

Applicants should be graduates or professionally qualified in either Education, or a para-medical study, or personal care. Administrative experience and teaching in a Further Education establishment are essential requirements.
Salary : £9,966 to £11,013 per annum inclusive of London Weighting.
100 per cent of approved removal expenses may be paid to the successful candidate.
Application forms and further details from the Principal (OG), returnable within 14 days of the advertisement.

Inner London Education Authority
NORTH LONDON COLLEGE

Head of Department of Creative Studies (Grade II)

To lead and develop a newly established department incorporating the ART, DRAMA, LIGHTCRAFT, WOODWORK, HOME ECONOMICS, POTTERY, MUSIC AND PHYSICAL EDUCATION activities which were previously located in the Department of General Studies.

Applicants should be experienced and qualified teachers within the field of the new department, and should have substantial relevant knowledge and experience outside the education system.

SALARY SCALE £7,338-£8,283 plus supplement of £6 per month subject to formal approval, plus £474 inner London Allowance. Assistance may be given with household expenses.

ilea

Details and application forms are available from the Senior Administrative Officer at the College, and returnable to him by 30 November, 1979.

Paddington College

Paddington Green, London W2 1NB

Due to the reorganization of the departmental structure of the college, vacancies will exist from April 14, 1980, for the headships of two new departments which will come into being in the following September. Applicants should be graduates and/or hold relevant professional qualifications. Experience in teaching at a senior level is essential.

Head of Department of Applied Science (grade V)

Areas of work will include courses leading to TEC Ordinary and Higher Certificates and Diplomas, and other professional qualifications for science laboratory technicians ; biology, chemistry and physics technicians ; prosthetists and orthotists ; medical physics and physiological measurement ; cardiology, surgical and animal technicians. The department will also contain an important section of photography which offers courses leading to CGLI and other qualifications.

Head of Department of Continuing Education (grade IV)

Areas of work will include all GCE 'O' and 'A' level courses offered by the college ; an 'O' level based 'Return to Study' course for adults ; 'Threshold' and 'Access' courses for mature students who wish to prepare for entry to higher education or train as teachers. The department will participate also in an extensive range of link courses which the college offers to local schools.

Salary scales in accordance with the Burnham (FE) Report :

Grade V £9,420 to £10,467 ;
Grade IV £8,658 to £9,702 ;

plus, in both cases, supplement of £6 per month subject to formal approval and £474 inner London allowance.

Assistance may be given with household removal expenses.

ilea

Further details and application forms from the Secretary to the Clerk to the Governors (ref : G/JMM).

MINISTRY OF DEFENCE

BURNHAM LECTURER

GRADE I (GERMAN)

Applications are invited from suitably qualified candidates for a post in the East Midlands that will be vacant in May, 1980.

Applicants should be able to teach the basic structure of German, making full use of modern teaching techniques and equipment. Candidates should possess an up-to-date knowledge of the geography, history and social customs of Germany. It is essential that they possess native-speaker ability in German and it is desirable that they hold a University Honours Degree and/or service interpretership or similar qualifications. Exceptionally, candidates without a degree may be considered if they can show that they possess the necessary command of English and German and have previous teaching experience. In addition, a good knowledge of Russian would be a distinct advantage.

SALARY. Salary will be in accordance with the Scales of Salaries for Teachers in Establishments for Further Education, England and Wales, i.e., £3,480-£5,988 p.a. plus £72 p.a. Supplement, according to qualifications and experience. A pensionable allowance of £805 p.a. will also be paid for the suitably longer teaching year.

SUPERANNUATION. The appointment will be superannuable under the Teachers' Scheme and the successful candidate will be granted established civil servant status. Shortlisted candidates will be required to sit a written language test of one hour's duration in London followed by an interview. Interviews are expected to take place in mid-January. Reasonable travelling expenses, etc., will be reimbursed. Requests for application forms should be made (on a postcard, please) to the Ministry of Defence, CM(S)4(L), Room 339, Lacon House, Theobalds Road, London WC1X 8RY, quoting reference AW/1540.

The closing date for the receipt of completed application forms is 14 December, 1979.

BUCKINGHAMSHIRE COUNCIL EDUCATION DEPARTMENT

Buckinghamshire College of Higher Education
Queen Alexandra Road, High Wycombe, Bucks
Director: D. J. Everett, B.A., F.F.T.Com.

Lecturers–Grade I

Salary Scale: £3,480-£5,988

SCHOOL OF HUMANITIES, EDUCATION AND SOCIAL SCIENCE

POLITICS—To teach "A" level Political Studies and some Public Administration.

SCHOOL OF ENGINEERING

(1) Mechanical and Motor Vehicle Technician Studies.
(2) Mechanical and Welding Craft Studies.

The successful applicants (male/female) to take up appointment from January 1980.

For all posts removal allowance may be paid in approved cases. Lodging allowances available in appropriate circumstances.

Application forms for all posts and further details from the Assistant Director, to whom application forms should be returned as soon as possible. Please enclose s.a.e.

LONDON BOROUGH OF HARINGEY

Tottenham College of Technology — High Road, N15 4RU — 01-802 3111

Principal: F. C. Thurling, B.A.(Hons.), A.C.I.S., F.R.S.A.

DEPARTMENT OF ENGINEERING

Required as soon as possible:

LECTURER GRADE I in MECHANICAL ENGINEERING

to teach all subjects in C.G.L.I courses 200 and 205/Part II. Candidates must have as a minimum a Final City and Guilds of London Institute Certificate.

Persons applying should have varied practical experience over several years and be competent to teach craft students. Applicants with teaching or training experience preferred but consideration will be given to persons without a teacher training certificate who are willing to undertake a suitable course.

Salary: LECTURER GRADE I. Within the range of £4,026 to £6,353 per annum inclusive of London Weighting. (Starting salary according to qualifications and experience.)

100% of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Principal (CG) returnable within 14 days of the advertisement.

COLLEGES OF FURTHER EDUCATION continued

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell
Applications are invited for the following post which is available immediately: LECTURER IV SENIOR LECTURER in MANAGEMENT.
Salary Scale: £4 620 to £6,750 (offering post) in £7,860 with effect from 1st April, 1980 plus £72 per annum.
Generous relocation expenses in approved cases.
Further details and application form from the Vice-Principal at the above address.

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Surrey
Required as soon as possible:
LECTURER I in CONSTRUCTION TECHNOLOGY
LECTURER I IN CARPENTRY AND JOINERY
LECTURER I IN BRICKWORK
LECTURER I IN PLUMBING
Salary: Lecturer I: £3,480-£5,988 per annum.
Lecturer II: £3,480-£5,988 per annum.
Plus £180 p.a. London Fringe Allowance. Generous relocation expenses in approved cases.
Stamped addressed envelope please for further particulars and application form from the Vice-Principal.

Colleges and Departments of Art

Heads of Department

BERKSHIRE
COUNTY COUNCIL
LANGLEY COLLEGE OF FURTHER EDUCATION
HEAD OF THE RESOURCES CENTRE
(Lecturer Grade II)
Applications are invited for the above post commencing on 1st January, 1980, or as soon as possible afterwards.
The Resource Centre provides library, audio-visual and reprographic services for the College and the person appointed would be responsible to the overall concept. Applicants should possess a degree or equivalent qualifications, teaching experience and a teaching certificate together with considerable experience in a college.
Salary scale: £4,626 to £6,867 under review.
Generous fares scheme for assisting with removal expenses.
Further information and application forms from the Principal, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Persons enclose a stamped addressed foolscap envelope. Closing date, December 7, 1979.

EXETER
EXETER COLLEGE OF ART AND DESIGN
The post of HEAD OF GRAPHIC DESIGN has become vacant due to the death of Mr. Peter Rattenby.
Applications are invited from persons with appropriate industrial and educational experience to commence as soon as possible.
The post requires leadership and vision combined with high personal standards in design and a full understanding in the role of degree courses in the area of study.
The department is responsible for a CNAA Honours Degree course in Graphic Design and a graded Head of Department list.
Further information and application forms may be obtained from the Chief Administrative Officer, Exeter College of Art and Design, Dix's Field, Richards Road North, Exeter EX2 6AS to be returned by November 30.

Polytechnics

CITY OF BIRMINGHAM
THE POLYTECHNIC
FACULTY OF ENGINEERING AND SCIENCE
DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING
PRINCIPAL SENIOR LECTURER IN MECHANICAL ENGINEERING (Ref. 81/79)
SENIOR ANALYSIS
Applicants should possess a degree and appropriate experience with particular reference to the application of finite element techniques to stress analysis.
Salary scale: Principal Lecturer (Grade 3) £8,469 to £9,591 (under review).
Further details and application form (to be returned by 30th November, 1979) from the Personnel Officer, City of Birmingham Polytechnic, Gallery Post, Birmingham B42 2SU.

LONDON
THE UNIVERSITY
SCHOOL EXAMINATIONS DEPARTMENT
MATHEMATICS SUBJECT OFFICER
The School Examinations Department is concerned with the G.C.E. examinations for the University and similar examinations in the UK and overseas. The post of Subject Officer in Mathematics is responsible for the organisation of the syllabuses of examining in Mathematics as well as the administration and development of academic side of management of the Mathematical subjects. A degree in Mathematics is essential and previous administrative experience in the field of examinations and of teaching is desirable.
The initial salary, according to age, qualifications and experience will be in the range of £5,775 to £7,551 per annum under review) plus £180 London Allowance, six weeks holiday, public holidays and Christmas Days.
Further particulars and application forms are available from Miss J. Slator, Assistant Personnel Officer, School Examinations Department, 66/72 Gower Street, London WC1E 6EE. Telephone: 01-636 8000 ext. 30.
Completed application forms should be returned by Friday 30th November, 1979.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
SCIENCE EDUCATION
MA AND RESEARCH DEGREES
Applications are invited from suitably qualified candidates for POSTGRADUATE AND EXPERIENCED EDUCATION degrees leading to courses like the M.A. in Science Education or postgraduate M.Phil and Ph.D. research in the role of science and technology in secondary and higher education, in the educational implications of new technologies, or science education policy, or problems in the history and philosophy of science education.
Candidates should possess good honours degrees in appropriate subjects, and most applications should possess qualifications and experience sufficient for admission to Higher Degrees. Applications for 1980-81 may be considered at any time, but preferably no later than 1st January, 1980. Further information may be obtained from the Deputy Secretary (Higher Degrees), University of London Institute of Education, 20 Bedford Way, London WC1H 0AL.

NEWCASTLE upon Tyne
THE UNIVERSITY
M.Sc. IN EDUCATIONAL PSYCHOLOGY
Applications are invited for the two-year full-time M.Sc. course in Educational Psychology to begin in October, 1980. It is recognised by the British Psychological Society as a professional training course leading to Chartered Psychologist status. Applicants should hold an Honours Degree in Psychology or its equivalent and have at least two years' satisfactory teaching experience.
The course offers a wide range of experience in local education authority and community settings. Opportunities are provided for extended periods of work with individuals and groups, for short projects and for research. There is a major emphasis towards problems of special education and of counselling. Accommodation is available for part of the teaching are shared with the Diploma in Clinical Psychology. University tutors work closely with Associate University Teachers and with lecturers in the School of Education and in the Department of Psychology and Psychiatry.
Attendance on the course is normally dependent on appointment from Local Authorities which have designated psychological services. Candidates should make their own approach to local authorities regarding possible sponsorship. B.S.P.C. Studentships may also be sought by suitable candidates.
Application forms may be obtained from the Registrar, The University, Newcastle upon Tyne NE1 7RU, to whom completed forms should be returned by 31st January, 1980.

UNIVERSITY APPOINTMENTS
are now advertised in
THE TIMES HIGHER EDUCATION SUPPLEMENT
The new issue of higher education provides a unique Board for all University appointments.
It is also the home established economic academic in industry, cities and professions, and to other areas from which each of the readers. Recent issues have shown that it is the paper selected by academic staff nominated as being a top source of information for their training.
For further information or to book advertisement space, please contact Appointments Department, Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234, extension 7373.

Universities

CARDIFF
UNIVERSITY COLLEGE
Applications are invited for the post of LECTURER in the DEPARTMENT OF MECHANICAL ENGINEERING to commence on 1st October, 1980 or as soon as possible thereafter.
Applicants should possess a degree in engineering and preferably a higher degree and/or industrial experience.
Applications and inquiries should be addressed to the Vice-Principal (Administration) and Secretary, University College, P.O. Box 78, Cardiff CF1 1XL, from whom further particulars may be obtained. Closing date for receipt of applications 30th November, 1979.

LONDON
THE UNIVERSITY
LECTURER II IN GENERAL AND COMMUNICATION STUDIES
Post Ref. No. 79/122
The College invites applications for the above post. Applicants should be suitably qualified, with commercial/industrial and teaching experience. Evidence of educational development and organization will be an advantage.
In addition to teaching duties, the person appointed will be expected to make a leading contribution to the development and administration of the General and Communication courses. The specialist component of study of courses to a wide range of craft, technician and professional students. Appointment to take effect as soon as possible. Salary £4,470-£7,149 plus £6 monthly supplement.
Application form and further details are available from the College Administrator (telephone ext. 17). Applications should be returned within fourteen days of this advertisement.

KEIGHLEY TECHNICAL COLLEGE
CAVENDISH STREET, KEIGHLEY, Tel.65421

EDUCATION DEPARTMENT

PROFESSIONAL ASSISTANT

(FURTHER EDUCATION)
£5,610—£5,937 (inclusive)

A Professional Assistant is required in the Further Education Division. The post is designed to provide training for suitably qualified (graduate or equivalent) candidates entering from teaching or already in Local Government service.
Application forms and further details from the Director of Education, The Grove, Carshalton, Surrey, telephone 01-661 5749.

Closing date: 29th November, 1979.

LONDON BOROUGH OF **SUTTON**

PLYMOUTH POLYTECHNIC
STUDENT SERVICES CENTRE
CAREERS INFORMATION OFFICER
SALARY: £4,470-£7,149

To be part of the careers/counselling team and responsible for careers information. The applicant will assist students seeking information and guidance on careers matters and will be involved in some group work.
A degree, HND or equivalent qualification is required and preferably some work experience.
Application forms returnable by Friday, 7th December, 1979, can be obtained with further particulars from The Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

university college of swansea — **Lecturer**

Applications are invited for the post of Lecturer in Education with special responsibility for courses in methods of teaching chemistry in the Department and Faculty of Education. Applicants should possess a good Honours Degree in Chemistry, and should be qualified teachers with recent experience in schools. Possession of a higher degree and/or ability to be responsible for courses in the teaching of Physics would be an advantage.
The appointment would date from April 1, 1980, or as soon as possible thereafter. The commencing salary will be at the lower end of the scale £4,333 to £8,892 (under review).
Further particulars and application forms (two copies) may be obtained from the Personnel Officer, University College of Swansea, Singleton Park, Swansea SA2 8PP, to whom they should be returned by Friday, December 7, 1979.

Fellowships Studentships and Research Awards

CAMBRIDGE/STERE
RESEARCH FELLOW
Clare Hall, Herschel Road, Cambridge CB3 9AL
Applications are invited for the above post tenable from 1st October, 1980 or as soon as possible thereafter. The successful candidate will be required to undertake research in the field of Physics. Applicants should have a good honours degree in Physics and preferably a higher degree or equivalent research experience.
Salary will be in accordance with the Science Research Council scale for Research Fellows.
Applications, including the names of two referees, should be sent to the Secretary, Clare Hall, Herschel Road, Cambridge CB3 9AL, from whom further particulars may be obtained.

West Sussex Institute of Higher Education
(incorporating Bishop Otter College, Chichester and Bognor Regis College)
Joint post of

Deputy Director of the Institute

and

Head of Bishop Otter College

(Vice-Principal Grade, Burnham FE Group 7, under review)
Applications are invited from communicant members of the Church of England and of churches in communion with it for the above post which falls vacant on September 1, 1980.
Application forms and details from Director's Secretary, The Dome, Upper Bognor Road, Bognor Regis, West Sussex (02433 5581).
Closing date: December 10, 1979.

NATIONAL COUNCIL FOR VOLUNTARY YOUTH SERVICES

DIRECTOR

NCVYS is currently a constituent part of the National Council of Social Service. From April 1, 1980, it becomes an independent body housed in the offices of the National Youth Bureau at Leicester.
NCVYS is looking for a Director who will head the newly independent body and develop it as a lively and virile organization for the voluntary youth service movement. The new NCVYS will provide a forum for the voluntary youth services, maintain and develop relations with government (central and local) and relevant persons and organizations, and provide services to member organizations.
The organization will have a staff of five—a Director, two Executive staff and two secretarial staff. Travel to London and other parts of the country will be necessary.
Salary scale: £7,704 to £9,534. Further details and application form from the Personnel Officer, NCSS, 26 Bedford Square, London WC1B 3HU (telephone 01-636 4066). Closing date November 30, 1979.
Interviews for short-listed candidates will be held on December 13 and 14. Applicants should be available to start on April 1, 1980.

ARGENTINA

St. Andrew's Scots School, a co-educational secondary school (11-18), in Buenos Aires, requires a trained

MATHEMATICS AND SCIENCE TEACHER

available to commence in late February or early March to teach Mathematics to "O" level and also Junior Science. Applications are invited from both male and female teachers.
A two-year contract is offered with return passages paid, free furnished accommodation and employer's contributions to D.E.S. superannuation scheme also paid.
Salary range: £6,500 to £14,000 p.a.
For further information and an application form, please write to Mrs. Lynne Dean, Gabbitas-Thring Services Ltd., 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR, or telephone her on 01-734 0161.

THE BRITISH SCHOOL OF BRUSSELS

requires for January 1980 or as soon as possible afterwards, an

ASSISTANT ART TEACHER

with expertise in a variety of media

Candidates with particular expertise in Graphics preferred but this is not essential. Experience in teaching first year Secondary to 'A' level is required.
Application by letter with C.V. to:
The Headmaster
British School of Brussels
Sleenweg op Leuven
16B 1980 Tervuren Belgium

Adult Education

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DARTFORD ADULT EDUCATION CENTRE
East Hill House
East Hill, Dartford
(TEL: Dartford 21671)
TUTOR ORGANISER (ADULT BASIC EDUCATION, Dartford Division. Required as soon as possible. Lecturer Scale 3 £5,190-£5,988 plus £72 plus £180 London Allowance.
Graduate with teaching experience in adult education. The successful candidate will be responsible to Principal for Adult Basic Education provision, including Literacy, Numeracy, Pre-TOPS and TOPS courses.
Applications as soon as possible to the Principal.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DARTFORD ADULT EDUCATION CENTRE
East Hill, Dartford
VICE-PRINCIPAL (Group 3). Required for ADULT EDUCATION Section, Dartford Division.
Salary £7,887 plus £72 (Supplement) plus £180 London Allowance. Qualified teacher, preferably graduate. Administrative and management experience in adult education essential. Applicants with an interest in adult learning and tutor training.
Further details and application form (one stamped addressed envelope) from Divisional Education Officer, Essex Road, Dartford.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
COLEBROOKE COMMUNITY COLLEGE
Chalky Road, Portslade, BN4 2WS
Mixed Comprehensive (11-18)
Number on Roll 1,500
Required as soon as possible a COMMUNITY TUTOR within the Community Education and Recreation Department to share the general administration of the Department, to teach, Community Education, to undertake Community development work, and to further activities for Youth and Adult Groups.
Salary Scale Burnham F.E. Lecturer 1.
Applications by letter (no forms) including curriculum vitae and the names and addresses of two referees to: The Principal within 14 days of the appearance of this advertisement.

HEREFORD AND WORCESTER
COUNTY COUNCIL
YOUTH SERVICE
A full-time YOUTH WORKER is required for a dual appointment in Bromsgrove at the Youth Centre and the Lickey Area Youth Centre.
Salary: Scale 3, £5,190 to £5,841, currently plus £72 per annum as outside London Allowance and Responsibility Allowance.
Full details and application forms, quoting Ref. No. 2/79/YW, from County Education Officer, County Hall, Worcester to whom applications should be returned by December 6, 1979.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
Qualified youth and community workers or qualified teachers with youth service experience.
(1) AREA YOUTH AND COMMUNITY WORKER, Great Yarmouth (Ref. 47/MH). The officer will be a senior member of the county's Youth and Community Service team directly responsible to the principal Youth and Community Officer (Area) and be based at Great Yarmouth and will be responsible for the efficient working of the Youth and Community Service in all its aspects within an area extending to Stalham in the north and London in the south.
(2) DIVISIONAL YOUTH AND COMMUNITY OFFICER, King's Lynn (Ref. 67/MH). The post will involve responsibility for a thriving youth and community centre, the providing support for the voluntary organisation in the division, assisting with County Training Programme, the Playing Part in Service Scheme and matters as the Duke of Edinburgh Award Scheme, Arts Council Youth Opportunities Programme, etc.
(3) DIVISIONAL YOUTH AND COMMUNITY OFFICER, King's Lynn (Ref. 67/MH). The officer will be in charge of premises which will be used as a Youth and Adult Centre, the largest centre of its kind in Norfolk. The post will also involve the providing support for the voluntary organisations in the division, the assisting with the Playing Part Service Scheme, the Duke of Edinburgh Award Scheme, Youth Opportunities Programme, etc.
Salary: (1) and (2) Points 32-36 inclusive of the A.P.T. and C. Scales—£6,210 to £6,867 per annum.
(3) Points (2), and (3) within range 3 Points 1-5 inclusive of the A.P.T. and C. Scales—£5,319 to £6,867 per annum.
Application forms and further details from the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL, to be returned please to be returned by 7th December, 1979.

Overseas Appointments

LONDON
INNER LONDON EDUCATION AUTHORITY
BETHNAL GREEN INSTITUTE OF ADULT EDUCATION
Wood Bethnal Green Road, E2 0AB
Required as soon as possible, to join an enthusiastic team in the East End, a TUTOR/ORGANISER with responsibility for part-time day and evening classes which include planning ESL provision, in-service training, resource development, student counselling.
Applicants should be experienced teachers of ESL to adults and have an appropriate qualification.
Salary scale in accordance with the Burnham Report: Lecturer Grade II £5,190-£7,149 subject to formal approval (plus £180 London Allowance).
Further details and application forms from the Senior Administrative Officer at the Institute, returnable by 30 November, 1979. This post is a redeployment and applicants who originally applied will be automatically considered.

Youth and Community Service

CAMBRIDGESHIRE
PETERBOROUGH AREA
BRETTON COMMUNITY SCHOOL
Orton Goldhay, Peterborough, PE2 5JL
Tel.: Peterborough 333014
Principal: W. Sidding, M.A.
Required as soon as possible:
COMMUNITY EDUCATION OFFICER
Applications are invited from suitably qualified applicants with relevant experience. Salary Burnham F.E.I. Scale 3 (under review) (£5,190-£5,988 plus £72 plus £180 London Allowance).
The post is responsible to the Area Adult Education, Youth Service and Community Management at the Centre: Orton Longueville School (11-18) and is exclusive to them.
There is a possibility of assistance being given with houses in appropriate cases.
Further details and forms of application are available from the Principal at the above address (tel. no. as above) (T.S.A. first class). Closing date for receipt of applications—30th November, 1979.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
COLEBROOKE COMMUNITY COLLEGE
Chalky Road, Portslade, BN4 2WS
Mixed Comprehensive (11-18)
Number on Roll 1,500
Required as soon as possible a COMMUNITY TUTOR within the Community Education and Recreation Department to share the general administration of the Department, to teach, Community Education, to undertake Community development work, and to further activities for Youth and Adult Groups.
Salary Scale Burnham F.E. Lecturer 1.
Applications by letter (no forms) including curriculum vitae and the names and addresses of two referees to: The Principal within 14 days of the appearance of this advertisement.

HEREFORD AND WORCESTER
COUNTY COUNCIL
YOUTH SERVICE
A full-time YOUTH WORKER is required for a dual appointment in Bromsgrove at the Youth Centre and the Lickey Area Youth Centre.
Salary: Scale 3, £5,190 to £5,841, currently plus £72 per annum as outside London Allowance and Responsibility Allowance.
Full details and application forms, quoting Ref. No. 2/79/YW, from County Education Officer, County Hall, Worcester to whom applications should be returned by December 6, 1979.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
Qualified youth and community workers or qualified teachers with youth service experience.
(1) AREA YOUTH AND COMMUNITY WORKER, Great Yarmouth (Ref. 47/MH). The officer will be a senior member of the county's Youth and Community Service team directly responsible to the principal Youth and Community Officer (Area) and be based at Great Yarmouth and will be responsible for the efficient working of the Youth and Community Service in all its aspects within an area extending to Stalham in the north and London in the south.
(2) DIVISIONAL YOUTH AND COMMUNITY OFFICER, King's Lynn (Ref. 67/MH). The post will involve responsibility for a thriving youth and community centre, the providing support for the voluntary organisation in the division, assisting with County Training Programme, the Playing Part in Service Scheme and matters as the Duke of Edinburgh Award Scheme, Arts Council Youth Opportunities Programme, etc.
(3) DIVISIONAL YOUTH AND COMMUNITY OFFICER, King's Lynn (Ref. 67/MH). The officer will be in charge of premises which will be used as a Youth and Adult Centre, the largest centre of its kind in Norfolk. The post will also involve the providing support for the voluntary organisations in the division, the assisting with the Playing Part Service Scheme, the Duke of Edinburgh Award Scheme, Youth Opportunities Programme, etc.
Salary: (1) and (2) Points 32-36 inclusive of the A.P.T. and C. Scales—£6,210 to £6,867 per annum.
(3) Points (2), and (3) within range 3 Points 1-5 inclusive of the A.P.T. and C. Scales—£5,319 to £6,867 per annum.
Application forms and further details from the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL, to be returned please to be returned by 7th December, 1979.

NEW ENGLAND
(The University of)
AUSTRALIA
PROFESSOR OF BOTANY
The University invites applications for the Chair of Botany. The successful candidate will be Head of the Department for five years in the first instance.
The Department offers courses at undergraduate levels for internal students in the Faculties of Science, Rural Economy, Management, and Rural Science and for internal and external students in the Faculty of Arts. It also offers postgraduate training in the following areas: botany, agronomy and weed science.
The current professorial salary is $A.17,000 per annum. The University will pay travel assistance for appointee and family to Armidale, to other with reasonable limits on expenses. Other benefits include superannuation with N.S.W. State Superannuation Scheme, and assistance in obtaining finance for building or buying a home. The appointee will be responsible for appointing staff. Leave with appropriate travel entitlements.
Full particulars can be obtained from the Registrar, University of New England, Armidale, New South Wales, 2351, Australia, with whom applications, which should include the names and addresses of three referees, should be lodged by 31 December, 1979. State Position No. 4422/79.
Informal inquiries may be directed to the Head of Department, Professor D. Walker, Faculty of Science, to the University of Applicants in the United Kingdom, Europe and America should write to Professor Walker, Agton College, 5888 Chesterton, Switzerland. Tel.: (056) 36 37 21.

SWITZERLAND
AIGLON COLLEGE
The British-international School in the Swiss Alps for 280 boys and girls, aged 11-18, requires for September, 1980:
HEAD OF BIOLOGY
Experienced in teaching to GCE "A" level and able to run a department for a wide range of abilities and hold progress. Ability to offer "O" level chemistry an advantage.
Applicants must be prepared to respond to the challenges of working in an international community and to make a real contribution to the life of the school in which the care of the individual and spiritual values are stressed.
Knowledge of French, ability to help with outdoor and/or cultural activities an advantage.
Apply with curriculum vitae, copy testimonials, two references and phone numbers (own and referees) to: The Headmaster, Aiglon College, 1885 Chesières sur Villars, Switzerland. Tel.: (025) 35 37 21.

CANADA
CHURCH/SCHOOL
Architectural competition. A new church/school is to be built near Vancouver, British Columbia. Prize money: $3,000 to $1,000. Church to accommodate 1,000 people, and school 500 students.
Respond to Centrewalk Alliance Committee, 10 Glen Eagles Crescent, Bowen Island, West 4th Vancouver, British Columbia V0N 1G0.

CANADA
SCHOOL CONSTRUCTION
Invitation to Tender. A new school, Milford Junior Secondary, is to be constructed at Milford B.C. Estimated cost $1,300,000. Project will be one of a series of five or approximately 35,000 sq. ft. each.
Respond to: Project Development Division, School District No. 39 (Vancouver), 1580 West 10th Avenue, Vancouver, B.C. V6J 1A3.
Copy to: British Columbia General Construction Association, 1444 (Eastern Building, 470 Granville Street, Vancouver BC, V6B 2N2.

INDONESIA
T.E.S.O. qualified TEACHERS required for 2-year contract from August, 1980. Degree and TEFL/TESL/TESOL/language teacher or lecturer essential. Salary approx. £5,000 (tax free) + allowances.
Language requirements: Javanese, Indonesian. Applicants to possess a full clean driving licence. Write for application form to: P.O. Box 3909, London W1A 1AA.

FOR IMMEDIATE or later posts in S. Spain, Italy and Greece, phone Contact Lens Nurse Direct 01-828 9173

AN EXCITING NEW VENTURE TEACHING ENGLISH IN MALAYSIA

Six additional teachers are required as soon as possible to teach English in Malaysian Secondary Schools. The teachers will join a group of 50 British teachers already attending an Orientation Course in Kuala Lumpur before going to their schools at the beginning of January. The teachers are part of the first year intake of a new ELT scheme set up by CFBT and the Malaysian Ministry of Education.
The second year intake of 75 teachers of English will be recruited in the Spring of 1980 to commence service in November 1980.

QUALIFICATIONS

Applicants must have:
★ a University degree
★ a Post-Graduate teaching qualification
★ five years' teaching experience, including one year of teaching English as a foreign language

SALARIES

Salaries range from £400 to £468 a month with a generous gratuity payable in the United Kingdom at the end of the contract period.
Telephone for details and an application form:
01-242 2982/5
The Centre for British Teachers Limited (TESM1)
Quality House, Quality Court, Chancery Lane, London, WC2A 1HP

Exhibitions, Holidays, Holiday Homes Exchange and For Sale and Wanted

Just four of the headings within the personal columns of The Times Educational Supplement.
An advertisement costs as little as £3.15 and over half a million people could see it. Interested?
If so, please contact:

Lyn Willis
The Times Educational Supplement,
Gray's Inn Road, London WC1X 8EZ
Telephone 01-837 1234 Extn 438

Administration

Local Education Authority

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
CAREERS OFFICER
Salary AP4 £4,614 to £5,067
Applications are invited from qualified persons who are in possession of a.T.S.T.B. Diploma/Diploma in Vocational Guidance.
The appointment involves careers guidance in schools from third to fifth form. Contact with employers and a liaison between Education and Industry is an essential part of the work. Essential user car allowance available.
The vacancy is temporarily available from January 15 to August 5, 1980, while the occupant is on maternity leave. There is, however, a possibility of the post becoming vacant and a permanent appointment being made.
Application forms and further particulars (S.A.E.) from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1YB, and should be returned by November 30, 1979.

HERTFORDSHIRE
COUNTY COUNCIL
ASSISTANT DIVISIONAL EDUCATION OFFICER
ST. ALBANS DIVISION
Salary: £5,721-£6,627 plus £150 outer fringe allowance
Graduate with teaching experience required for this post (third in seniority) in Divisional Office, involving wide range of professional and administrative duties in day-to-day running of the Education Service.
Suitable first post for teacher, particularly if offering some experience of school administration. Assistance with removal and other disturbance expenses given in approved cases.
Further details from Divisional Education Office, Civic Centre, St. Albans AL1 3JZ.

Royal County of BERKSHIRE

ASSISTANT EDUCATION OFFICER
(Special Education)
£8,316-£9,132
Applications are invited for this appointment within the Schools Division with particular responsibility for: (i) the educational placement of children identified as having special needs, (ii) the administration and development of special schools and classes, (iii) the administration of the school Psychological Service, Child Guidance Service and other supporting services for children with special needs, (iv) liaison with Area Health Authority, Social Services and other appropriate agencies. Candidates should be honours graduates with teaching and administrative experience in an Education Department. The successful candidate will be expected to take up the appointment in Spring, 1980. Assistance with relocation expenses is available in appropriate cases and an essential user car allowance is payable.
Forms of application and further details available from the Director of Education (HLG), Kennet House, 80/82 Kings Road, Reading RG1 3BL. Closing date November 30, 1979.

ABOUT 5,000 TEACHERS ARE URGENTLY REQUIRED
TO GIVE PRIVATE TUITION (EVENINGS AND/OR WEEKENDS) TO EXISTING CLIENTS THROUGHOUT THE FOLLOWING COUNTIES AND ESPECIALLY IN THE TOWNS NAMED.
GREATER LONDON
(Telephone 01-393 6244 or 366 2567 or 353 0821 or 524 5821 or 892 8871)
Particularly the boroughs of Barking, Barnet, Bexley, Bromley, Camden, Enfield, Hackney, Haringey, Havering, Hounslow, Kingston, Merton, Newham, Redbridge, Richmond, Sutton and Waltham Forest.
BEDFORDSHIRE
Bedford (67947), Luton (592931), Dunstable.
BERKSHIRE
Bracknell, Maidenhead, Reading (471759), Slough (28672), Windsor.
BUCKINGHAMSHIRE
Aylesbury (24794), High Wycombe (Naphill 2424), Chesham (71340).
CHESHIRE
(Telephone 061-439 8757 or 338 4711 or 969 6661 or Warrington 61721.)
Bramhall, Bredbury, Cheadle, Hazel Grove, Macclesfield, Runcorn, Romiley, Sale, Stockport, Warrington and Wilmslow.
DERBYSHIRE
Chesterfield (78145), Derby (513646).
ESSEX
Basildon, Benfleet, Brentwood, Chelmsford (68708), Chigwell, Rayleigh, Southend (538853).
GLAMORGAN
Cardiff (843090), Neath, Port Talbot, Swansea (26622).
HAMPSHIRE
Alton (83471), Aldershot, Eastleigh, Farnborough, Portsmouth, Southampton (771576).
HERTFORDSHIRE
Bushey, Hemel Hempstead (43326), Rickmansworth, St. Albans, Watford, Welwyn Garden City.
GREATER MANCHESTER
(Telephone 061-969 6661 or 748 5521 or 652 4518 or 338 4711)
Ashton-u-Lyne, Chadderton, Denton, Hyde, Manchester, Oldham, Prestwich, Salford, Stretford, Urmston.
KENT
Ashford (2220), Bromley, Orpington (24150).
LANCASHIRE
(Telephone 061-652 4518 or 748 5521 or Bolton 20806)
Bolton, Bury, Eccles, Heywood, Leigh, Middleton, Preston, Worsley.
MERSEYSIDE
Liverpool (051-929 2533), Bebington, Birkenhead, Bootle, Crosby, Huyton, Widnes.
SURREY
(Telephone Leatherhead 76318 or Guildford 761453 or 01-226 6244)
Banstead, Camberley, Epsom, Esher, Farnham, Guildford, Leatherhead, Reigate, Thames Ditton, Walton, Weybridge.
WEST MIDLANDS
Birmingham (021-354 2553), Aldridge, Solihull, Sutton Coldfield, Walsall.
WEST RIDING
Bradford (815690), Leeds (783491), Shipley
AND IN
Brighton (770340), Cambridge (461650), Coventry (57618), Hull (Hessle) (648), Middlesbrough (244857), Swindon (703451) and York.
TUTORS ALSO REQUIRED IN:
ALDERSHOT, BLACKPOOL, BOURNEMOUTH, BRISTOL, EDINBURGH, GLASGOW, NEWCASTLE ON TYNE, NOTTINGHAM, PLYMOUTH, STOKE and SUNDERLAND
[illegible]
01-420 7334 (Day time—Ansafone)
PERSONAL TUTORS (Dept TE 45),
25 FOXLAND ROAD,
GATLEY, CHEADLE,
CHESHIRE SK8 4QA

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
SENIOR ASSISTANT EDUCATION OFFICER
(Co-ordination)
Salary PO3 (b-10): £9,711 to £10,431.
Applications are invited for this key third tier post. The successful applicant will be directly responsible to the County Education Officer for the co-ordination of personnel, financial and administrative services of this large department with 16,500 employees and an annual budget of £110m.
Candidates should be suitably qualified and have some teaching and considerable administrative experience.
Application forms and further details on receipt of S.A.E. from the County Education Officer, Room 5, County Hall, Norwich NR1 2DL, to be returned by 30th November, 1979.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
GENERAL ADVISER (specialising in Early Childhood Education), £9,537 to £10,287 (plus £72).
Should have substantial and varied experience at a senior level (head or deputy head) in teaching young children. Advisory experience would be an advantage. Duties will include cooperation in the planning of nursery provision and advising in all parts of the city on pre-school and infant/first school education; there will also be a general responsibility for a group of primary schools.
Application forms and further particulars from the Chief Education Officer (reference ST/P/GA), Leopold Street, Sheffield S1 1RJ, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

SHROPSHIRE
COUNTY COUNCIL
NORTH SHROPSHIRE DISTRICT COUNCIL
ADAMS SPORTS CENTRE
(Joint Use Project)
Lowe Hill Road, Wem
Shrewsbury
DEPUTY MANAGER
Grade NJCAP 2 £3,585 to £3,993 plus 14% shift allowance.
Applications are invited for the post of DEPUTY MANAGER at this Joint Use Sports Centre. Candidates (male or female) should have qualifications in physical education or recreation management.
The Deputy Manager is responsible to the Manager for the day to day running of the Centre, and the duties include practical and administrative elements. Enthusiasm and commitment are essential attributes for the post.
Further details and application forms are available from the Manager, Adams Sports Centre, at the above address. Tel. Wem (0939) 32328.
Completed forms should be returned by Friday, November 30, 1979.

General

OVERSEAS COUNCIL
CHURCH OF SCOTLAND
ASSISTANT SECRETARY
A GRADUATE, non-ordained, with an interest in theology, is required for the position of ASSISTANT SECRETARY in the Overseas Council.
He or she would be responsible for assisting in setting up and running a programme of study and reflection, and for writing or preparing materials for publication. The appointment would be for five years.
Enquiries and applications should be addressed to the General Secretary, Overseas Council, Church of Scotland, 121 George Street, Edinburgh EH2 4YN. Applications should be submitted by November 30, and be marked "Confidential".

Child Care

DEPUTY SENIOR SUPERVISOR
required at residential school for overseas children aged eight to seventeen. This is a child care appointment, the successful applicant being involved in the full life of the children in the school. A person able to coach boys' games would receive favourable consideration. Post available December/January.
Apply Mr N. Wingfield, Spyway School, Swanage, Dorset.

KIRKLEES
METROPOLITAN COUNCIL
CLAREMONT TUTORIAL CENTRE
(Reference 805)
Required for January, 1980, or as soon as possible thereafter, a TEACHER to join a team engaged in a radical, multi-disciplinary approach to children experiencing problems within, or causing difficulties for, the educational system.
Claremont is an exciting and developing preventative resource in advance of most similar provision.
The Centre includes a small withdrawal unit and involves work within schools and with other agencies.
The candidate must be stable yet enthusiastic and may have experience in a useful area of therapeutic expertise such as behaviour modification.
Scale 2 or 3 salary dependent upon candidate's experience and qualifications.
Travelling expenses payable in accordance with N.J.C. Casual User rate.
Further information available from the Head of Centre, telephone Huddersfield 32954.
Application forms (s.a.e., foolscap, please) from the Director of Educational Services (Reference S), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned.

Educational Psychologists

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATION SOCIAL WORKER
Salary within levels 1 and 2 of the salary structure for Social Workers—£4,000 to £5,502 per annum. (The salary scale for a social worker with approved experience and qualifications is £4,641 to £5,502 per annum.)
Applications are invited for the above post for duties within the Abingdon and District area of Oxfordshire.
It is essential for applicants to have a recognised qualification or experience in social work.
[illegible] car allowance payable, together with disturbance and removal allowances where appropriate.
Application forms and further details obtainable from the Personnel Officer, Oxfordshire County Council, County Offices, Oxford OX1 1ND, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Examiners

EXAMINERS
NORTH WESTERN REGIONAL ADVISORY COUNCIL FOR FURTHER EDUCATION
INCORPORATING THE UNION OF LANCASHIRE AND CHESHIRE INSTITUTES
Applications are invited for the undermentioned 1979-1980 EXAMINERSHIPS.
ELECTRICAL INSTALLATION WORK PART 1 SECOND YEAR
Written Paper (Person appointed for this subject will be required to submit 70 multi-choice type questions, but no marking is involved).
MECHANICAL ENGINEERING CRAFT STUDIES PART II FIRST YEAR
Paper I, Paper II
ADVANCED ENGINEERING
MECHANICAL TECHNOLOGY (A1)
MECHANICAL TECHNOLOGY (A2)
ADVANCED ELECTRICAL AND ELECTRONIC ENGINEERING (A2)
ELECTRICAL POWER
MATHEMATICS
COMPUTER ENGINEERING
VEHICLE BODY CRAFT STUDIES PART II FIRST YEAR
LIGHT VEHICLE REPAIR
CERTIFICATE OF FURTHER EDUCATION (ENGINEERING)
PRACTICAL MATHEMATICS
BASIC SCIENCE
TECHNICAL DRAWING
ELECTRICAL and ELECTRONIC PRACTICE
RADIO TELEVISION and AUDIO SYSTEMS
AUTOMOBILE PRACTICE
COURSE IN OFFICE SKILLS
MARKERS are required in various grades of the following subjects:
SHORTHAND, TYPEWRITING
Application forms, which may be obtained from the Secretary, NWRAC incorporating the ULCI, Town Hall, Worsley, Manchester M28 4QE, on receipt of a stamped addressed envelope, should be returned within 10 days of the appearance of this advertisement.

Ancillary Services

SENIOR MATRON required at Spyway International School, Swanage. This is a boarding school for 86 overseas children, boys and girls in the age range eight to seventeen. The post is vacant from January, 1980. All enquiries to the Principal, or telephone 09292 2185.

Miscellaneous

SANDWELL
(Metropolitan Borough of)
ETHNIC MINORITIES SUPPORT SERVICE
Applications invited for following teaching posts in this developing Service:
(a) CARIBBEAN SUPPORT UNIT TEACHERS
Scale 2
To assist schools in providing for special curriculum and language needs of children of Caribbean origin, help with in-service training and provide home and school links.
(b) MATERIALS PRODUCTION UNIT TEACHER (ARTIST)
Scale 2
Experienced in production of graphic and audio aids, to design and produce resource material.
(c) SPECIAL NEEDS LIAISON WORKER
Scale 3
Experienced TEACHER to work with ethnic minority pupils with special needs arising from mental or physical handicaps, hearing or visual impairment or emotional disturbance, and to liaise with appropriate special agencies. Previous applications will be reconsidered for this readvertised post.
(d) TEACHERS OF ENGLISH AS A SECOND LANGUAGE
Scale 1/2
Experienced teachers to undertake first and second-stage language teaching work in Infant, Junior or Secondary schools, including two teachers to work on supply basis within Service. Full-time temporary appointment also required in Primary School to cover for maternity leave from 30th November, 1979. Part-time appointments considered for certain posts.
Application forms and further details for all above mentioned posts available from, and returnable immediately to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands, B70 8RQ.

WILTSHIRE
PERIPATETIC INSTRUMENTAL MUSIC TEACHERS
Qualified TEACHERS required for January, 1980, or as soon as possible.
POST 1: SENIOR INSTRUMENTAL MUSIC TEACHER
(Scale 3/1)
WOODWIND (preferably Clarinet), based in Swindon. The successful candidate will be an experienced and gifted instrumental music teacher with the imagination and drive necessary to be a team leader in a developing situation.
A high degree of all round musical ability and some administrative skills will be looked for.
POST 2: INSTRUMENTAL MUSIC TEACHER
(Scale 1)
VIOLIN with VIOLA, based in Swindon.
Application forms and further details available from and returnable to: (S.A.E. please) Chief Education Officer, County Hall, Trowbridge, BA14 8JB, as soon as possible.

INTERNATIONAL CHARITY
SOS CHILDREN'S VILLAGES UK
CAMPAIGN MANAGER
Following major re-organisation and relocation at Cambridge this growing charity now needs a Campaign Manager, male or female, who will be required to contribute to improving support to the branches through effective training and guidance in fund raising activities. This is a real opportunity to help establish the British Branch of this major international Children's Charity.
Preferred age 30-40. Salary range £5,500 to £6,200 plus performance bonus.
Location by arrangement.
Application form from:
COBAT,
15 Dover Street, Canterbury CT1 3HD

KIRKLEES
METROPOLITAN COUNCIL
CLAREMONT TUTORIAL CENTRE
TEACHER, Scale 2 or 3.
For further details see under "Child Care and Guidance".

CONSORTIUM LINGUISTS' TEAM
Applications are invited from appropriately qualified and experienced teachers for an appointment to the City's team of Consortium Linguists. The post is primarily concerned with the promotion of languages in two or more schools—where necessary giving help to less experienced colleagues. Time is also given to in-service work on a Consortium basis.
The salary scale is 4 and the post is available for a specialist in French.
Further particulars from The Chief Education Officer, Staffing Branch, Education Office, (Room B18), Margaret Street, Birmingham B3 3BU.
There is a scheme for assistance with removal expenses.
BIRMINGHAM CITY COUNCIL

Specialist Language Services (UK) Ltd
have a number of permanent posts available. We are looking for a combination of the following qualities: sound EFL base, good ESP experience, overseas/cross-cultural experience, industrial/commercial experience, materials writing.
Successful applicants will initially be required to teach on job-specific one-to-one courses in business and technical fields in the UK. Opportunities also exist to teach small groups, to produce materials for publication and, after training, to act as ESP consultants in dealing direct with overseas companies. There is a yearly overseas teaching commitment of 12 weeks. Long-term overseas work is available for those who wish.
The initial salary band ranges from £4,000-£6,500 plus profit bonus, overseas allowances and eight weeks' *annual holiday. Those interested should send full cv* and two referees to:
THE ADMINISTRATIVE MANAGER,
SLS (UK) LTD.,
MONK BAR COURT,
YORK YO1 2LH.

County School Meals Organiser
(Male or Female)
This post will be vacant from the end of February 1980 on the retirement of the present holder. Resourceful and *imaginative successor* sought who must have appropriate professional qualifications and senior experience of large scale catering, preferably in the School Meals Service, and who will have considerable scope to complete radical reorganisation of the service, within greater freedom of operation proposed under current legislation.
The County Organiser, based in Chichester, enjoys very full delegated responsibility and powers for the operation of the School Meals Service with the support of the Deputy and 4 Area Organisers based in the Area Education Offices.
Salary Scale on the Soulbury Principal Range, Points 23-26 (Provisionally £7,704-£8,316, under proposed award).
Car allowance payable.
Closing date, 5th December, 1979.
Application forms and further particulars from *the Director of Education, County Hall, Chichester, West Sussex, PO19 1RF* on receipt of a stamped addressed envelope.
West Sussex County Council

Outdoor Education

FIELD COURSE OUTDOOR PURSUITS OR SCHOOL JOURNEY
Courtlands Centre has all necessary facilities for you to run your own course. Easy access to rocky shores, beaches, salt marsh, woodland, Dartmoor, and diverse biology and geographical studies.
Primary and Secondary. Try out new Activity Programme. Qualified instruction in orienteering, pony-trekking, etc. Ready access to 25 beaches. A host of sites to visit and excursions to make. Gymnasium, lab., course, project room, comfortable accommodation. licensed bar, good food and friendly atmosphere. Cheap winter and early tariffs.
Courtlands Centre, Dept. T, Nr. Kingsbridge, S. Devon TQ7 4BN. Tel.: Loddiswell (054 855) 227.

OUTDOOR EDUCATION continued

MINERVA OUTDOOR VENTURE
is looking for full-time residential instructors over the age of 21 with a clean driving licence. Vacancies exist for anyone who likes working with young people and has some experience of caving, canoeing, rock climbing, archery or other outdoor activities. Centre in South Wales.
Please apply IN WRITING to MINERVA OUTDOOR VENTURES, Crown House, 19 London Road, High Wycombe, Bucks, enclosing curriculum vitae.

OXFORDSHIRE
COUNTY COUNCIL
KILVROUGH MANOR
Parkmill, Gower, Swansea, West Glamorgan.
Required as soon as possible, a TEACHER of OUTDOOR EDUCATION at this Residential Education Centre offering outdoor activities and environmental education.
Salary Burnham Scale 1.
Application forms and further details available from the Chief Education Officer (Residential Education), Education Department, Oxfordshire County Council, Macclesfield House, New Road, Oxford OX1 1NA (Telephone Oxford 815130).

English as a Foreign Language

TEACHING ENGLISH AS A FOREIGN LANGUAGE
Four weeks courses from February to May at Angloschool, London.
Course approved by the Royal Society of Arts for the Preparatory Certificate in T.E.F.L.
Application and information from ATTI, 146 Church Road, London SE19 2NT.

TEFL TEACHERS REQUIRED
on part-time (daytime only) basis
City Tuition Centre
67 83 Seven Sisters Road, N 7
Telephone: 263 9937 8

Appointments Wanted

ACTIVE, recently retired fully public schoolmaster, widely experienced careers work, university entrance, seeks post, whole or part-time, careers adviser administrative work, independent school. —Write Box TES 3015, The Times.

Educational Courses

EAST ANGLIA
THE UNIVERSITY
SCHOOL OF CHEMICAL SCIENCES
HIGHER DEGREES IN CHEMICAL EDUCATION
M.Sc., M. Phil., Ph. D.
(Full-time and Part-time)
Through its Sector of Chemical Education the School of Chemical Sciences provides opportunity for advanced study and research in all aspects of Chemical Education, leading to the degrees of M.Sc., M.Phil. and Ph.D.
All courses may be followed on either a full-time or part-time basis.
The M.Sc. course, which on a full-time basis, lasts one calendar year, is primarily intended for experienced graduate teachers in institutions of secondary and tertiary education.
The course is recognized by the Department of Education and Science for secondment purposes.
Further details and application forms for all courses may be obtained from Dr. G. M. Beddon, School of Chemical Sciences, University of East Anglia, Norwich NR4 7TJ. Please quote Ref.: TES.

LEEDS
THE UNIVERSITY
COURSES IN PHYSICAL EDUCATION—1980-81
ADVANCED DIPLOMA IN PHYSICAL EDUCATION
A one-year course in Physical Education for teachers with at least three years of approved teaching experience and previous training in physical education at specialist level. (This course is in association with Carnegie School of P.E. and H.E.)
M.A. IN PHYSICAL EDUCATION
One-year scheme of study. Four courses are taken from a range of 13. Entrance requirements are a good honours degree and a qualification in physical education. The Department is recognised for awards by the S.S.R.C., S.R.C., etc.
M.PHIL. PH.D.
Research areas, aesthetics and history of dance, biomechanics, physiology of exercise, psychological study of skilled behaviour.
Application forms and further details may be obtained from the Secretary, Department of Physical Education, University of Leeds, Leeds LS2 9JT. Quote reference PT1.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
M.A. M.Sc. IN CHILD DEVELOPMENT
The course lasts one calendar year full-time, starting in October. The objectives of the course are to give students a thorough knowledge of child development, with a strong psychological emphasis, and a training in research methods. Examination by written papers, a dissertation and course work. Some S.S.R.C. studentships are available.
The course is open to students with a good honours degree in Psychology, suitable honours B.Ed. or an equivalent qualification in Education. Applicants due to sit their final examination may apply.
VARIANTS OF BASIC COURSE
M.A. M.Sc. IN CHILD DEVELOPMENT WITH OPTION IN ADOLESCENT DEVELOPMENT
Entry qualifications as above.
M.A. M.Sc. IN CHILD DEVELOPMENT WITH EARLY CHILDHOOD EDUCATION
Entry qualifications as above. Available one year full-time, or two years part-time with one day per week release.
M.A. M.Sc. IN CHILD DEVELOPMENT WITH CLINICAL STUDIES
This course provides a recognized professional training as an educational psychologist, and lasts 16 months. Good honours degree in Psychology, or equivalent, and teaching experience are required for entry.
M.A. IN CHILD DEVELOPMENT AND PHILOSOPHY OF EDUCATION
Available one year full-time or two years part-time with one day per week release. Adequate qualifications required in both psychology of education and philosophy of education for entry.
M.A./M.Sc. IN CHILD DEVELOPMENT AND EDUCATIONAL STATISTICS
Available one year full-time or two years part-time with one day per week release. Adequate qualifications required in both Psychology and Statistics for entry.
Application forms and further information may be obtained from: Deputy Academic Registrar (Advanced Studies), University of London Institute of Education, 20 Bedford Way, London WC1H 0AL.

T.E.F.L. COURSES
Linguarama Ltd. will be holding a one-week course in the Teaching of English as a Foreign Language at Rutherford College, University of Kent, Canterbury, from 17th to 21st December, 1979.
The course is residential and candidates should possess a University Degree or Teaching Certificate (or similar qualification).
A number of teaching posts in Portugal, Spain, Japan, England, Finland, Greece, Brazil, Germany, Italy and France may be available for successful trainees in 1980.
The course will be conducted by Direct Method experts. The fee will be £130.00 plus V.A.T. and includes instruction, teaching manuals, private room and all meals as well as the use of recreational facilities.
For further information please write to Linguarama Ltd., 53 Pall Mall, London, S.W.1. Attention: Staff Manager, T.E.F.L. Courses, enclosing a stamped addressed foolscap envelope.

BOROUGH OF HARINGEY
ENGLISH LANGUAGE RESOURCE CENTRE
This Centre is the base for a team of specialist teachers who work throughout the borough with pupils needing help in English (as a Second Language) and further English Language development. Team members are also involved with disseminating information, materials and techniques through in-school courses and staff or departmental discussions.
Resource Centre teachers meet together once per week for their own in-service training and materials preparation.
There are the following vacancies:
(I) PRIMARY TEAM
One Post for an experienced and qualified teacher to be based in one of the borough's primary schools teaching and developing the English of bilingual children, working largely in the classroom alongside the class teacher.
One temporary post to replace a teacher on maternity leave.
(II) SECONDARY TEAM
Three Posts for experienced and qualified teachers which will involve them in working in one of the borough's comprehensive schools teaching and developing the English of bilingual 11 to 18 year olds in close co-operation with subject teachers and colleagues in all departments within the school.
Applicants should have teaching experience in British Multi-cultural schools and appropriate qualifications (e.g. RSA Certificate) in teaching English (as a Second Language).
All posts carry a Scale 2 salary.
London Allowance (£474) payable.
Removal Expenses—100 per cent allowed in approved cases.
Forms of application (SAE) and further particulars available from, and returnable to the Chief Education Officer, Education Offices, Somerset Road, N17 9EH, by December 5th, 1979.

Awards and Scholarships

MERCHANT TAYLORS' SCHOOL
(Independent Boys' Public School)
CROSBY
DAY BOYS and BOARDERS
THE ENTRANCE EXAMINATIONS will be held on the following dates:
PREPARATORY DEPARTMENT
For boys aged 7 years.
Friday, 15th February, 1980
Morning only
MAIN SCHOOL:
(a) For boys aged 10½ to 12 years
Wednesday, 13th February, 1980,
Morning only
(b) For boys aged 13 years
Thursday, 14th February, 1980,
Morning and Afternoon
Friday, 15th February, 1980.
Morning only.
For the purpose of all examinations, boys' ages are reckoned as on the 1st September, 1980.
The Governors intend to offer a number of Grants on the result of the Entrance Examination for boys aged 10 June to 12 years. Some 17 or more Grants (value between £100 and £200 per annum) will be available. All these Grants will be awarded according to parental need and some may be slightly augmented if the financial circumstances of the parents make this necessary.
Copies of the School Prospectus and application forms for these examinations may be obtained from the School Secretary, Merchant Taylors' School, Crosby, Liverpool L23 0QP. Postal applications only with stamped addressed foolscap envelope. Completed application forms must be returned to the School Secretary on or before Saturday, 26th January, 1980.
Boys of 4½ or 5 years are admitted to the Kindergarten of Merchant Taylors' Girls' School at Easter and September. Applications for entry should be made to the School Secretary, Merchant Taylors' School for Girls.

Contracts and Tenders

LINCOLNSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
TENDERS FOR NEEDLEWORK MATERIALS
Tenders are invited for the supply of needlework materials to educational establishments in Lincolnshire during the period January 1 to December 31, 1980.
Forms of tender may be obtained from the undersigned and must be returned in the envelopes provided, to the Head of Secretarial and Legal Services not later than 2.30 p.m. on Friday, November 30, 1979.
F. G. Rickard, B.A., M.Ed., County Education Officer, County Offices, Lincoln LN1 1YQ.

Personal

Announcements

IMMEDIATE ADVANCES
£100 to £20,000
No security needed
REGIONAL TRUST LTD.
8 Clifford Street, New Bond Street
London, W.1
Phone 01-734 5983 or 2914.

POSTALOANS
UNSECURED
£50 to £1,500
RICHMOND INVESTMENTS LIMITED
4 The Green, Richmond Surrey
Tel. 01-940 9856, 2929
Established 1934

BANK LOANS.—Immediate. Repay only £11.16 p.w. for £2,000.—Hometown, 01-889 0531.

COSTUME HIRE for Gilbert and Sullivan Operettas. — Star Costumes, 78 Elms Road, Clapham, London SW4 9EW. 01-622 6401.

GRAMOPHONE records, cassettes, from your own tapes. (Excellent fund raiser.) —Sound News, 18 Blenheim Road, London, W.4. Tel. 01-995 1661.

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or delay. Campbell & Robson Ltd., 107 Jermyn Street, London SW1Y 6EH. Telephone: 01-839 0956.

INTELLIGENT, wheelchair-bound, 9-year-old boy needs reliable, affectionate, strong tutor-companion. Tom is at school from 9 till 3.45 (except holidays and half-terms), so the job suits someone with private studies. Tom's widowed mother is a busy journalist. Tutor has room in family house and is largely free at weekends as well as school-time. Salary by arrangement. We need to find someone urgently. —Please write to Claire Tomalin, 37 Gloucester Crescent, London, N.W.1.

JOB-HUNTING? Seeking promotion? Helpful hints on preparing your own curriculum vitae. Plus specimen curriculum vitae and application letter. Send cheques/P.O. value £2.25 to SCRIBES, Box TES 3014, The Times WC1X 8EZ.

MORTGAGES, remortgages, tontines, special facilities — Hometown, 2 Alexandra Road, London N.8. 01-889 0344.

PERSONAL LOANS.—A. Kelley Ltd., 4 St Ann's Sq., Manchester M2 7HW. Tel.: 061 832 5645. Est. over 30 years.

T-SHIRTS and S.S. printed for your school, college, club.—Details from The Sussex T-Shirt Co., Queen St., Arundel, West Sussex, BN18 9JG. Telephone 0903 882380.

WRITE and sell Children's Stories. Mail tuition. Sales assistance. Free booklet.—Children's Features (TES), 7/9 Bexley Sq., Salford, Manchester M3 6DB.

Exhibitions

BRITISH Museum. Portraits of the Past. The Century of Rubens and Rembrandt. Until 13 January. Wkdys. 10-5, Suns. 2.30-6. Adm. free.

TATE GALLERY, Millbank, SW1. TATE 79 EXHIBITION. Permanent collection more fully displayed. 11 new galleries of modern art. Until 9 December. Wkdays. 10-6, Suns. 2-6. Adm. free. For recorded information ring 01-821 7128.

Entertainments

ARTS Theatre. 836 3334. Off Leicester Sq. Tom Stoppard's "Dirty Linen". Mon-Thurs. 8.30. Fri-Sat. 7 and 9.15. "The happiest 85 mins. in the West End." Now in its fourth year.

For Sale and Wanted and Postal Shopping

DIARIES
For the Educational Year 1979-1980
Prices, including VAT
Week-to-view Desk Diary £1.60
Page-a-day Desk Diary £2.00
Planner Diary (in wallet) 60p
Wall Diary (57in by 1ōin) 20p
(Multilingual diaries).
Orders under £5 kindly add 30p p. & p.
Minimum order £2 please.
PHIONS LIMITED
Newton Abbot, Devon, TQ12 5NA
Tel. Newton Abbot (0626) 2665

CALENDAR TABS, 6 by 4½ cms. £2.18 per 100. 3½ by 2½ cms. £2.10 per 100. V.A.T. & postage included. Minimum orders 50. Prepaid orders only.—The Green Door, 10 Stafford St., Mkt. Drayton, Shropshire TF9 1HY.

TAPES.—3M, Scotch, EMI, etc.: 7 in. 2,400 ft., £1.99; 7 in. 1,800 ft., £1.70; 7 in. 1,200 ft., 95p. [illegible] Postage 10p reel. [illegible] Mora Trading Co., Mora Works, Mora Road, London NW2 6TB.

UP TO 33⅓ per cent Discount on Carpets and Carpet Tiles. No imperfect goods. Tiling for schools. Free delivery anywhere in U.K., fitting service in many areas.— Goldover Carpets, 97 Cross Green, Formby, nr. Liverpool. Telephone Formby 74039 and 71165.

Holidays and Accommodation

INVERNESS-SHIRE
THE DULNAIN BRIDGE OUTDOOR CENTRE
The owners are pleased to announce the opening of the centre following an extensive modernization programme.
Bookings now for summer 1980 and winter 1980-81.
Situated in the heart of the Cairngorms this self-catering Centre is ideal as a base for field studies and outdoor pursuits.
Apply for further details to S. R. Adamson, The Old School House, Dulnain Bridge, Inverness-shire.

COULD YOU DO IT?
We're looking for friendly, helpful people to supervise groups of children on our *adventure holidays in the UK*. It is enjoyable and rewarding work for the right sort of person, aged 18-30, with experience in canoeing, sailing or other outdoor activities.
Free full board and accommodation, pocket money and a great social life.
If you think you can do it then write to me, June Brimble, at PGL Young Adventure Ltd., Horeston Park, Baschurch, nr. Shrewsbury, Salop. Tel. Baschurch (0939) 260861-2.

LONDON, SE19
Department of Education and Science recognised school wishes to rent a Seaside or Country School or Mansion (preferably with domestic and catering staff) to develop courses.
Our interest is in holiday periods and/or all-year-round arrangements.
Please reply in confidence to John Adams, M.A., Angloschool, 146 Church Road, London SE19 2NT. Tel. 01-653 7285.

SQUILVER ACTIVITY HOLIDAYS
Geography, geology and outdoor pursuits in Welsh border country. Hill walking, canoeing, pony trekking, orienteering, archery. Qualified staff. Individually organized and costed to suit your requirements. Brochure: Squilver Activity Holidays, Ratlinghope, Shrewsbury, Shropshire. Tel.: Linley 347.

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